



Idaho

State Systemic Improvement Plan



IDAHO STATE DEPARTMENT OF EDUCATION

"SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE"

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Frequently Used Acronyms

DAC	Director's Advisory Council
EBPs	Evidence-Based Practices
OSEP	Office of Special Education Programs
SDE	State Department of Education
SEAP	Special Education Advisory Panel
SESTA	Special Education Support and Technical Assistance
SiMR	State-identified Measurable Result
SPDG	State Personnel Development Grant
SSIP	State Systemic Improvement Plan
FACE	Family and Community Engagement
ELA	English Language Arts

Review Phase II

Cohort Selection and State-identified Measurable Results

Cohort

Idaho is divided into six educational regions, and when considering identification of the cohort who would be the focus of the State Systemic Improvement Plan implementation, it was critical to all stakeholders that the cohort represent educators and students across the state.

State Team: SSIP
decision-making team

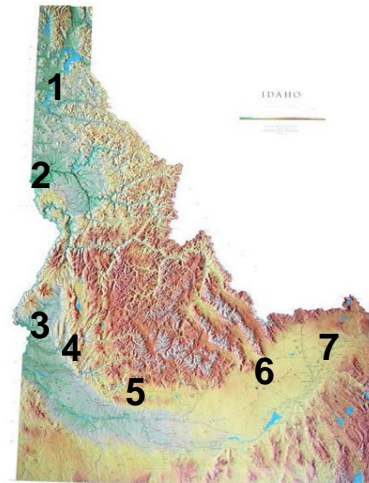
The Phase I **State Team** initially identified three districts as the Cohort for SSIP Phase II implementation. After additional and ongoing technical assistance from the Office of Special Education Programs (OSEP), the State Team agreed that the number of students in three districts would not provide a large enough data sample for tracking the effectiveness of implementation, nor provide valid or reliable implications for scaling up statewide. In December 2015, the State Team used the same selection criteria and evaluation process described in Phase II to identify two additional districts. Voluntary commitment for active participation was secured from the district leadership, including district superintendents.

In January 2016, the State Team drafted and presented a proposal to the OSEP representative for the State Personnel Development Grant (SPDG) to align the activities in the SPDG with the State Systemic Improvement Plan (SSIP). The OSEP SPDG representative approved the proposal, and the State Team used the same Cohort Selection Criteria to identify two SPDG districts to join the SSIP Cohort. As a result of this alignment, the SSIP has a total of seven districts in the Cohort, representing five of the six regions in Idaho, and approximately 20% of the population of students who are on IEP's.

In Phase II, Idaho began working with a cohort of seven districts. The map below shows where the SSIP Cohort districts are located throughout Idaho. The table R.1 contains the statistics for each identified school district.

Table R.1 Cohort Districts

Map	District	Students	Students on IEPs
1	Coeur D'Alene	10,458	815
2	Lewiston	4,769	520
3	Vallivue	7,845	720
4	Kuna	5,220	505
5	Minidoka	4,125	478
6	Bonneville	11,870	1079
7	Sugar-Salem	1,580	112



State-identified Measurable Results

When Idaho submitted Phase I of the SSIP, the State-identified Measurable Results (SiMR) was:

Increase the number of 4th grade students in Idaho who are proficient in literacy as measured by the state summative assessment, currently ISAT by Smarter Balanced.

In Phase II, the State Team discussed at length the benefits of changing the target from proficiency to student growth, as explained in detail in Idaho's Phase II SSIP. In December 2016, the State Team consulted with representatives from OSEP and received confirmation that transitioning the SiMR to a growth model would be acceptable and were subsequently coached on growth model formats and processes.

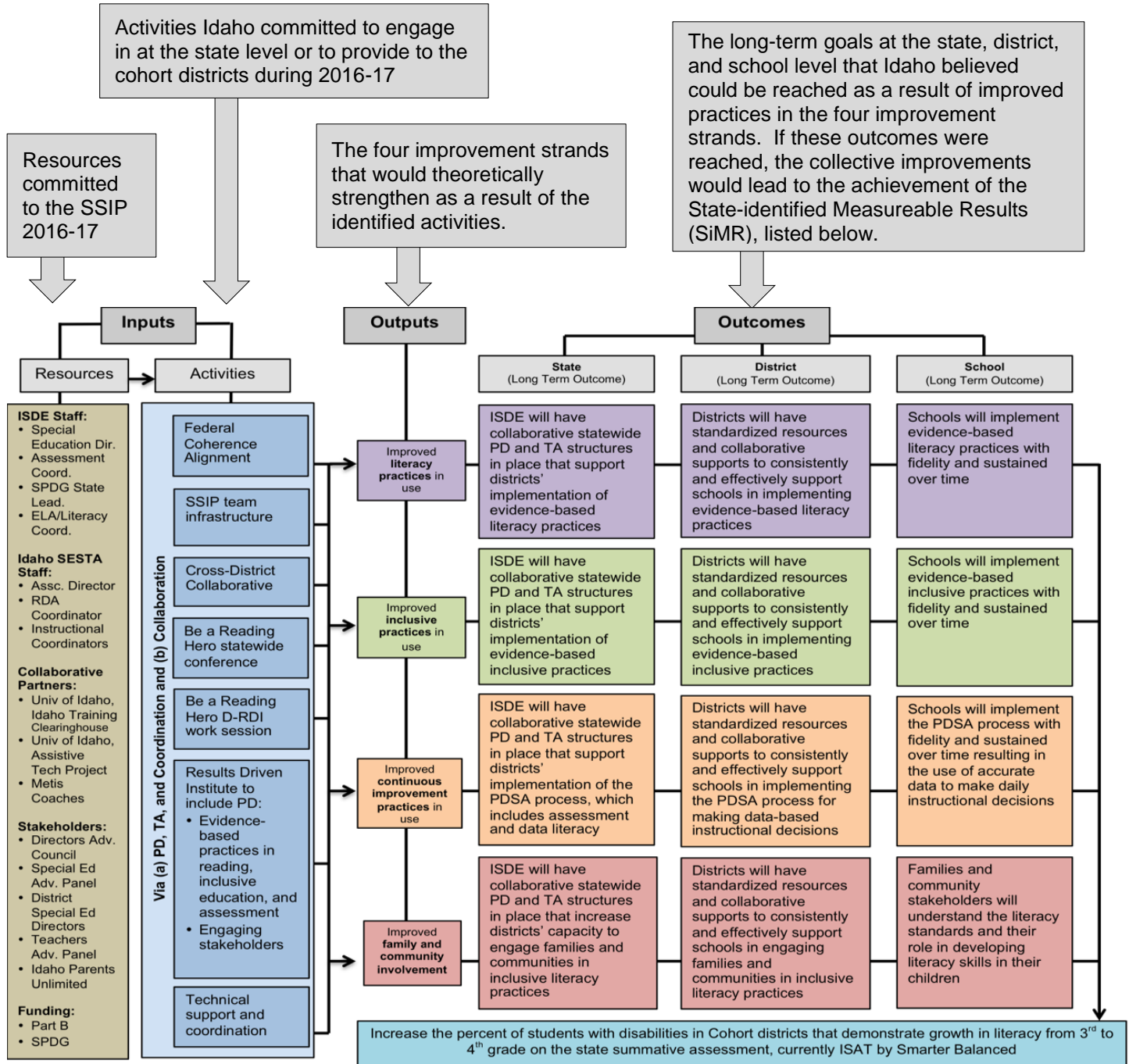
The SiMR for Idaho, therefore, was modified to read:

Increase the percent of students with disabilities in Cohort districts that show growth in literacy from 3rd to 4th-grade on the state summative assessment, currently ISAT by Smarter Balanced.

Section 1 Summary of Phase III

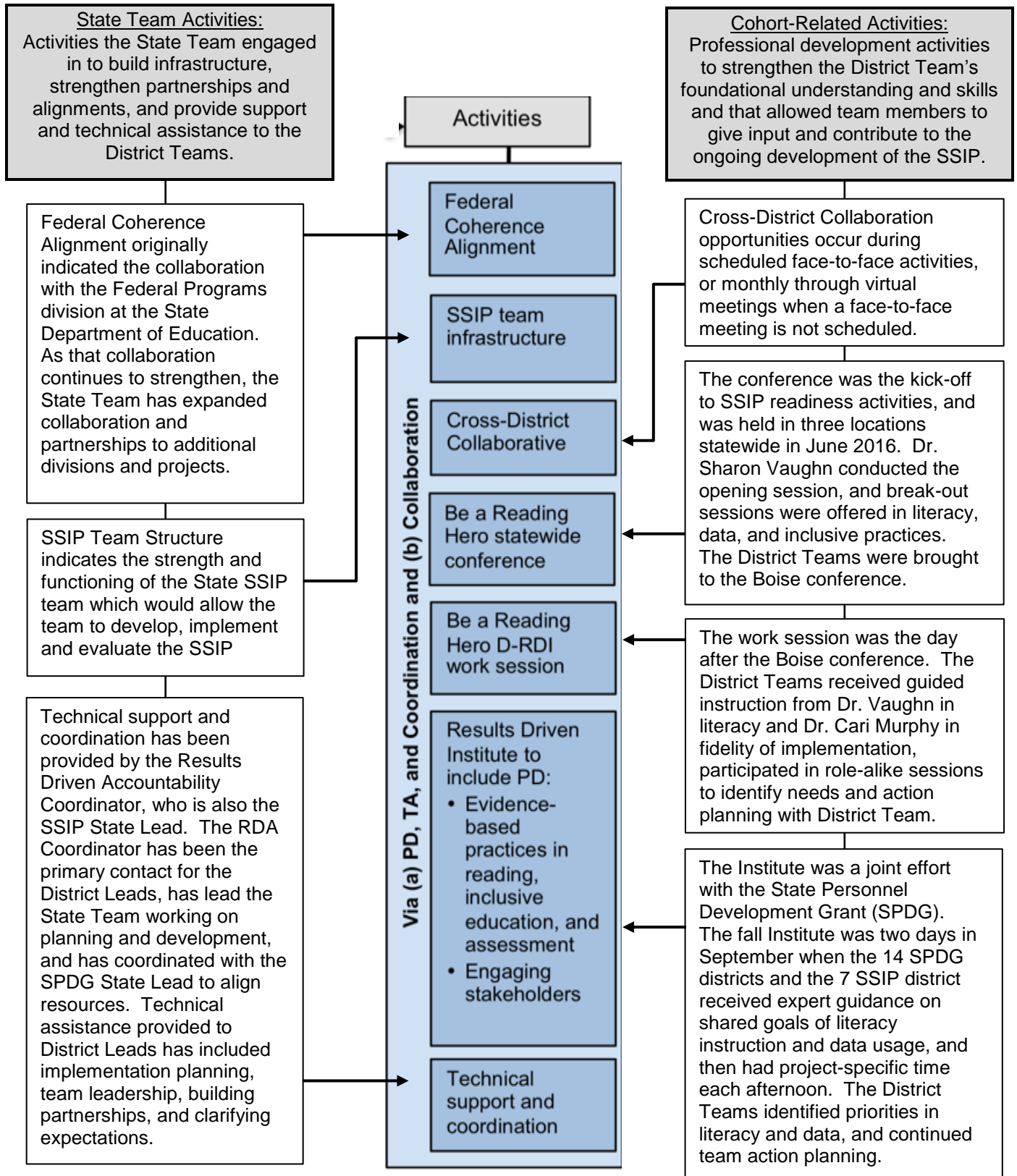
This section provides a general overview of the planning, implementation, and evaluation of Idaho's State Systemic Improvement Plan (SSIP) since the submission of Phase II in April 2016. During Phase II, the State Team created the logic model below to represent the overall vision for the SSIP. A logic model is a schematic representation of a program that is used to clarify the purpose of the program and assumptions on which it is based (Rush & Ogborne, 1991). The Phase II Logic Model was meant to represent a year of identified activities, as well as provide theorized long-term outcomes at each of the working levels. The model has been a useful tool for communicating the projected activities for the year with the **District Teams** and stakeholders, knowing that all stakeholders involved in plan development would use the evaluation and outcome data to determine needed adjustments as implementation moves into years two and three. Text boxes have been added below to briefly explain each component of the Phase II Logic Model.

District Teams:
6-member team
from each Cohort
district



Overview of Improvement Activities

The improvement activities identified in the Phase II Logic Model fell into two categories: State Team activities and activities provided by the State Team to the District Teams. Each of these activities was implemented on time with fidelity by setting specific goal/targets on process measures. Data was collected, review, analyzed and shared out to inform future planning of future activities. Data and outcomes of these activities are described in more detail in Section 4: Data on Implementation and Outcomes.



Evidence-Based Practices

The Evidence-Based Practices identified in Phase II included:

1. Instructional practices related to the five foundational reading skills.
2. Inclusive strategies to support students with disabilities' participation in the general education setting.
3. Data-based decision-making to inform and improve instruction

Activities in Phase II with the District Teams and stakeholders have focused on building capacity in all three of the Phase II evidence-based practices (EBPs) and evaluating the identified EBPs for alignment and development moving forward. In Phase II, Idaho outlined the timeline of activities that would occur in each of the four implementation stages (Table 1.1). In reviewing the chart, the State Team is progressing as expected through the activities in the Exploration and Installation Stages, and the District Team is moving as expected through the activities aligned with the Exploration Stage.

As the information below indicates, the State Team is focusing on identifying possible interventions based on input from the District Teams and relevant stakeholders, and then identifying and establishing resources. The District Teams are learning about possible interventions and effective implementation while developing stakeholders and creating readiness for change.

Table 1.1 Implementation Stages

Implementation Stage	State Team Start	District Team Start	Activities Expected During this Stage	Found in this Document
Exploration	April 2015	June 2016	<ul style="list-style-type: none"> • Identify need for change • Learn about possible interventions • Learn about effective implementation • Develop stakeholders and champions • Assess and create readiness for change 	Table 1.2
Installation	June 2016	August 2017	<ul style="list-style-type: none"> • Establish resources needed to use the intervention • Identify resources required to implement the intervention as intended 	Table 1.3
Initial Implementation	August 2017	August 2018	<ul style="list-style-type: none"> • Apply initial innovation by teachers and others who have recently learned how to use the innovation • Learn how to support new ways of work at the district level 	Section 7: Plans for Next Year
Full Implementation	August 2018	August 2019	<ul style="list-style-type: none"> • Use of the innovation has been well-integrated into the repertoire of teachers and staff • Support the innovation routinely and effectively by successive district administrations 	

The Exploration Stage activities completed by the State Team April 2015 - April 2016 were outlined in Phase II, page 32. The additional Exploration Stage activities completed by the State Team since the submission of Phase II, and the activities completed by the District Team that align with the Exploration Stage, can be found in Table 1.2

Table 1.2 Exploration Stage

State Activities New Activities Starting April 2016	District Activities Starting June 2016
Identify need for change	
<ul style="list-style-type: none"> • State Team worked with multiple partners (Federal Programs, Title 1, ELA/Literacy, Assessment, SEAP, DAC) to message Results Driven Accountability and the importance of changing to a growth measurement when considering student outcomes and success of programs for students with disabilities. 	<ul style="list-style-type: none"> • District Teams identified and prioritized their literacy, inclusive practices and data needs (Sample in Appendix B). • District Teams reviewed district data on literacy and reading to identify areas of district and school-specific improvement that could be targeted through participation in the SSIP activities. The team will complete and submit a final action plan during the May 2017 Institute.

Learn about possible interventions that may provide solutions	
<ul style="list-style-type: none"> The State Team worked with stakeholders, partners and SDE divisions to identify programs and services that are already in place to serve as resources for the District Teams. SSIP/SPDG will focus on areas of need that can not be met with already-available and functioning resources, namely, professional development and instructional coaching for special education teachers. 	<ul style="list-style-type: none"> District Teams participated in virtual and face-to-face meeting and district-level meetings to explore intervention options and better understand the scope of interventions needed in in order to affect long-term change. District Teams explored the existing improvement plans that may provide opportunities for alignment and leveraging.
Learn about what it takes to implement the innovation effectively	
<ul style="list-style-type: none"> The State Team identified and met twice with the Literacy Advisory Panel that are experts in literacy, reading, and data collection in an effort to better understand how to train and support teachers. The SSIP aligned with the SPDG in an effort to ensure the delivery of targeted, high quality professional development. 	<ul style="list-style-type: none"> District Teams received instruction on Implementation Science, stages of implementation, and fidelity of implementation. District Teams introduced to and used the SSIP Fidelity of Implementation rubric, and this rubric will guide the implementation for the next two years.
Develop stakeholders and champions	
<ul style="list-style-type: none"> The State Team team continued to involve identified stakeholder groups in discussions about plan development, activity data, and evaluation (detailed in Section 3). Stakeholder Engagement Guide developed to ensure sustainability of the stakeholder process. 	<ul style="list-style-type: none"> District Teams identifying district partners and stakeholders to bring into the district planning. District will identifying the most beneficial alignment options and will develop a plan to pursue that alignment over the coming years.
Assess and create readiness for change	
<ul style="list-style-type: none"> Special Education Department at the SDE has identified multiple ways it can shift the measure of success from compliance to results, those shifts are most evident in the redesign of the Special Education Monitoring System. Alignments are being developed with the Special Education Support and Technical Assistance (SESTA) project, the Center for Disabilities and Human Development, SDE Federal Programs, SDE Assessment, SDE ELA/Literacy, Boise State University, and multiple other partners. 	<ul style="list-style-type: none"> District Teams have established a team structure and meeting schedule and are actively identifying district and school resources they need to improve outcomes for students. The team identified areas of priority in their districts, and now must work to determine how they will leverage and align resources at the district level, and how they will plan for system improvement.

Simultaneous to the Exploration Stage activities at both the district and state level, the focus at the state level cycled into activities related to the Installation Stage. It was critical for the State Team to identify and secure the resources needed to move forward in the identified evidence-based practices in Phase II, or to shift the practices if additional information warranted, and to better understand how to implement the interventions as intended. Highlights of activities and the relationship to the identified evidence-based practices can be found in Table 1.3.

Table 1.3 Installation Stage

State Activities April 2016 – March 2017		
Establish resources needed to use the innovation		
EBP	Activity	Outcome
Five reading skills	State Team secured Dr. Sharon Vaughn to provide opening session and a break-out session at the Be a Reading Hero conference in June, 2016.	Increased readiness for District Teams and others, videos of Dr. Vaughn posted on multiple sites and links included in RDA Newsletter
	Copy of Dr. Vaughn's book <u>Research-Based Instruction in Reading</u> given to each District Team	This is now a sustained training resource for Idaho.

	Identify training already available to support teacher's instructional practices	Start discussion about how to address training gaps
	Continue alignment and collaboration with the ELA/Literacy divisions at the SDE to understand content of Coaching Network	Identify support and leverage points to support students with disabilities.
	Identify the common literacy needs of the SSIP and SPDG.	SPDG provided readiness activities to the Cohort districts
Inclusive Practices	Special Education Advisory Panel (SEAP) guides the SSIP work related to improving inclusive practices.	SEAP established checklists for parents to use to assess inclusive culture at school.
	Share research on inclusive practices with District Teams.	Prioritize and give feedback related to current implementation in their district.
	Research most effective inclusive practices for students with disabilities	Identify existing gaps in available resources.
Data practices	Participate in Cross-State Learning Collaborative and receive technical support from the National Center on Systemic Improvement	Learn about available resources, tools and supports, and strengthen collaboration with other state SSIP teams
	Have District Teams assess data systems practices	Prioritize needs in their districts and current data training gaps.
	Work with partners to identify available data training resources	Identified universal screens, diagnostic assessment, progress monitoring
Identify resources required to implement innovation as intended		
Five reading skills	Complete the application for a new State Personnel Development Grant (SPDG).	The SPDG would allow a more comprehensive professional development plan to deliver training, coaching and follow-up to districts and schools.
	Build instructional coaching in the SPDG	Deliver training and coach instructional personnel on-site to increase implementation.
	Initiated a partnership with the Boise State University Literacy Center.	Link to most recent practices, as well as connect the State Team to experts in the field that could support coaching needs.
Inclusive Practices	Universal Design for Learning has been identified by the Cohort as an interest	State Team is building capacity and identifying experts to help with the development of training and the follow-up and coaching needed.
	Evidence-based inclusive practices such as cooperative learning strategies.	State Team is coordinating with partners on possible development of support materials
Data practices	District Teams are investigating current data practice in place in the district.	State Team is developing technical assistance for comprehensive data system.

While completing activities, an early realization was that all three EBP's were targeted at the school and classroom level. As the State Team worked through the readiness activities with the District Teams, it became clear that neither the State Team nor the District Teams were prepared to implement at the classroom level. The State Team needed more time to identify and/or develop the most effective interventions, and to align the resources needed to deliver the needed training as well as provide the coaching and follow-up that would increase maximum impact. The District Team needed time to participate in activities to learn about possible interventions, discuss how to develop stakeholders and supporters, and assess readiness for change.

In addition, Idaho is currently applying for a new 5-year State Personnel Development Grant (SPDG). The State Team has aligned the needs identified through the SSIP with the professional development plan outlined in the new SPDG Proposal in order to provide effective training, coaching and follow-up activities at the district and school level. Work has been completed to identify and develop the most effective EBP's (page 12), and the adjusted plan for training and follow-up over the next several years is outlined on page 52.

Evaluation Activities, Measures, and Outcomes

As the State Team implemented activities and collected the needed data according to the Phase II Evaluation Plan, the Evaluation Plan was adjusted to align with the Phase III Logic Model. Each identified data need and subsequent data collection tool from Phase II was aligned in some measure with Phase III, with the exception of the High-Quality Professional Development Tool.

Currently, the SSIP is aligned with the State Personnel Development Grant (SPDG), and the SPDG Evaluation Team uses the High-Quality Professional Development Tool to collect the data related to the professional development provided to the District Teams. An example of the data collection tool completed during a joint SSIP/SPDG activity is included in Appendix C. If the SSIP directly develops and provides PD that is not aligned specifically with the SPDG, then the tool may be reintroduced. Below is a brief description of the evaluation questions, with more details and data included in section 6.

1. How well is the State Team functioning? Is the State Team using a continuous improvement cycle to increase functioning?

It was critical to have a high functioning State Team that can guide and coordinate the planning, implementation, and evaluation of the SSIP. The State Team used a Leadership Team Survey to evaluate their functioning level twice annually. The team averaged all scores, identified critical areas of concern in each category, created an action plan, assigned a lead and established a timeline for completing each action plan item.

2. To what extent is the Resource Alignment Process developed? To what extent are resources identified? To what extent are Resource Alignment Plans developed for two resources?

In order to maximize existing resources, the State Team developed the Resource Alignment Process to identify, understand and plan for alignment. The State Team and stakeholders identified the most high-leverage resources, developed a Resource Alignment Plan, and tracked the progress of the plan.

3. To what extent is the Authentic Engagement Process outlined? To what extent is the Coalescing Stage complete?

In order to access collective knowledge and create an expansive network of support, it is critical that the State Team identifies and leverage stakeholders who have shared goals. This work is measured by the development of the Authentic Engagement Guide, which is a collaboratively developed tool to capture the activities, agreements, goals and intended outcomes of stakeholder engagement.

4. To what extent is a team working on alignment? To what extent are the SPDG and SSIP aligned and sharing resources?

As Idaho will submit a 2017 State Personnel Development Grant (SPDG) application, the State Team has aligned the current SSIP Cohort with the final year of the current SPDG. The work of this alignment is measured by agendas, meeting notes and the resulting aligned activities.

5. To what extent are the Technical Assistance (TA) needs identified? To what extent is the one-year plan developed? To what extent is the TA meeting the needs of the Cohort?

Districts have needed ongoing technical assistance to continue their district-specific planning and evaluation. The TA work has been documented using Survey Gizmo, allowing the TA provider to enter data and track TA provided. TA has included guidance on team development, program alignment, resource identification, leadership support, data usage, or facilitated collaboration with other leaders.

6. To what extent are the PD needs identified? To what extent is the first-year plan developed?

In order to develop a multi-year plan, the State Team has identified the needs of the District Teams. That has happened through activities, collaborations, surveys, cross-collaborative discussions and site visits. The work is measured by the development of a comprehensive PD plan to meet the needs identified.

7. To what extent is the Evaluation Plan developed? To what extent is the Evaluation Plan User Guide developed?

The State Team has used a resource tool from IDEA Data Center to develop a comprehensive Evaluation Plan and Users Guide. The plan focuses on these evaluations questions, while the Users Guide provides details on how data is collected, used, and shared. The guide is a sustainable document that can be updated and adjusted to meet the changing needs of the SSIP.

Changes to Implementation and Improvement Strategies

The State Team has engaged in an ongoing continuous improvement process of data analysis related to the activities and efforts in Phase II in order to develop the next stages of the SSIP as comprehensively and soundly as possible. The most significant changes identified are:

1. Evidence-based Practices

The State Team has engaged in extensive research and discovery both independently and with stakeholder groups related to the evidence based practices identified in Phase II, as explained in previous and subsequent sections of this document. The conclusion from this work, as well as the inclusion of each Phase II EBP moving forward, are included in Table 1.4. Following the table is an explanation of the use of the Hexagon Tool to determine if the identified evidence-based practice of Explicit Instruction would be a fit in Idaho.

2. Infrastructure

With ever-limited resources, the Resource Alignment Process is critical for Idaho to maximize and align support to districts and teachers. The steps being taken to build the infrastructure needed are explained in detail in Section 6.

3. Improvement Strategies

The State Team has used the expertise of the National Center for Systemic Improvement (NCSI) to guide the evolution of the Phase II Logic Mode to include the addition of short-term and intermediate outcomes and improvement strategies that are measurable and sustainable. In addition, NCSI support helped the State Team in refining and focusing their evaluation questions indicate progress for the added short-term and intermediate outcomes. This work is explained later in this section.

Update to Evidence Based Practices

Table 1.4 Evidence-Based Practices

Phase II EBP's Transition to Phase III		
Phase II EBP	Conclusion/Outcomes of Activity	Phase III Solution
Five Foundational Skills of Reading	<ol style="list-style-type: none"> Teachers need <ol style="list-style-type: none"> foundational understanding strategies to use to improve student skills to know how to progress-monitor skills to know how to match interventions to these skills Districts <ol style="list-style-type: none"> Have infrastructure to delivery training/TA if resource available Have limited time for teachers to be out of class to participate in training so independent learning is appealing 	<ol style="list-style-type: none"> Partner with stakeholders to create video learning modules and/or support materials for district PD/independent learning. Possible partners include Boise State University, BSU Literacy Center, Lee Pesky Learning Center, SDE ELA/Literacy Department, Special Education Support and Technical Assistance. Support materials needed for 5 foundational skills, diagnostic assessment, matching results to interventions, and progress monitoring Continue to collaborate with ELA Coaching Network as they build resources with K-3 coach(s). (See Section 6 for Resource Alignment Plan) Encourage district participation in the ELA Coaching Network. In this year long program, elementary teachers gain understanding of Idaho Content Standards, effective teaching practices, unit planning, and coaching. Provides a foundation of understanding on which to build expertise.

Inclusive Practices	<ol style="list-style-type: none"> 1. Inclusive practices start at the leadership level 2. Need to shift culture of inclusiveness, which will be individual to each environment 3. All Cohort district have a service delivery model in which all students with disabilities receive core instruction in the general education setting (goal targeted by identifying inclusive practices as EBP, that goal is met) 	<ol style="list-style-type: none"> 1. SEAP has created Inclusive Practices checklist to be used by school personnel or families 2. Work with stakeholders to identify or create inclusive practices support materials 3. Target TA at the leadership level 4. Collaborative conversation within District leadership to support culture shift
Data Practices	<ol style="list-style-type: none"> 1. Districts have custom (and in some places sophisticated) data collection practices and procedures 2. It's not feasible or necessary to add or change the current district developed system 3. More helpful to support coordination, identification of common tools, and strategies to use collected data 	<ol style="list-style-type: none"> 1. Coordinate with stakeholders to provide support modules/training/ materials to enhance current understanding of data collection tools and processes 2. Provide TA to district leadership on comprehensive data systems 3. Provide collaboration opportunities for districts to share knowledge and practices.
Family and Community Engagement	<ol style="list-style-type: none"> 1. Idaho's State Superintendent has identified Family and Community Engagement (FACE) as a priority for the SDE work moving forward. A FACE Panel will advise the work. 2. SDE Federal Programs division hired a full-time FACE coordinator to increase engagement, organized a two-day FACE conference and planned PD to train staff on use of the FACE tool. 3. The Extended Literacy Plans required to be submitted from districts to the State Board of Education require parent involvement and parent communication component. 	<ol style="list-style-type: none"> 1. Monitor outcomes of the FACE panel and leverage available resources. 2. Market the PD available for the FACE parent engagement tool. 3. Provide TA to leaderships as districts implement improvement efforts to include and inform parents of literacy concerns.

The outcome of this work, combined with the ability to align with the professional development and coaching available through the SPDG, has led the State Team and stakeholders to consider a comprehensive model for PD and coaching that would target the needs of special education teachers. Content experts from the Literacy Advisory Panel led the discussion related to direct instruction that is explicit and systematic. Using the Hexagon Tool from the Active Implementation Hub, the State Team created the following guidance to show how the evidence-based practice aligned with the needs of the District Teams (National, 2015).

1. Need

District Teams have consistently expressed a need for improved instructional delivery when working with students with disabilities. A significant teacher shortage in Idaho has resulted in an increased number of teachers in the classroom who have received a teaching certificate through an alternate route, namely ABCTE. Patti Mortensen, assistant professor of school psychology and educational leadership at Idaho State University, surveyed 115 Idaho school districts last fall, inquiring about hard-to-fill positions. The 72 respondents from all six regions revealed the following:

- Sixty-eight (83 percent) of districts reported that qualified candidate pools for certified teachers were "inadequate."

- Only 11 of 70 districts (15 percent) were able to hire fully certified staff for all positions.
- Forty-one of all reporting districts (57 percent) said hiring teachers was “extremely difficult” (Bodkin, 2016)

ABCTE was established by the U.S. Department of Education as a way to bring professionals with bachelor’s degrees – but without college of education backgrounds – into the classroom. In 2007, 168 college graduates had completed ABCTE in Idaho in order to gain certification. By the end of the 2013-14 school year, 690 had completed the alternative route to the classroom (Bodkin, 2016)

ABCTE is an online program, therefore lacking the student teaching and instructional strands found in a traditional pre-service program. Even experienced, traditionally certified special education teachers, however, have limited exposure to professional development that focuses on teaching practices, as they are trained through pre-service programs in Idaho to be a generalist. The Idaho teaching certificates include Generalist K-12, Hearing Impaired K-12, Visually Impaired K-12, or Early Childhood Special Education Endorsement PreK-3.

2. Fit

Direct instruction is a fit with current initiatives, priorities, structures and support in the following ways:

- a. SDE ELA Coaching Network. As the State Team moves forward in a Resource Alignment Plan with the Coaching Network, instructional practices that are particularly effective when working with students with disabilities will be a topic to explore. ELA Coaching Network curriculum emphasizes instructional strategies, but currently does not include language or content around direct instruction. Developing this content will benefit teachers who work exclusively with students with disabilities, but will also provide direct instruction resources and materials to support teaching practices school-wide.
- b. SESTA is also forming an alliance with BSU to access expertise in direct instruction. As of this writing, a partnership has been established between BSU, SESTA and the State team to coordinate resource identification and development for multi-purpose use moving forward. SESTA is development a component of direct instruction to include in an April 2017 statewide face-t-face training and will collaborate with the State Team as the professional development in the Cohort Districts moves forward.
- c. Boise State University pre-service education program for special education teacher candidates currently includes a curriculum focus on direct instruction that is explicit and systematic. This alignment will allow the State Team to coordinate and partner with the largest university in Idaho and to access experts to support development of professional learning and resources.

3. Resource Availability

Resource availability for training, staffing, technology supports, data systems and administration include:

- a. The 2017-22 SPDG will provide professional development and coaching to support educators’ learning and implementation of direct instruction teaching practices. The SPDG will be training a district internal coach in coaching practices and instructional practices to build district capacity for implementation.
- b. The RDA Coordinator can provide technical assistance to district leadership as they align district resources and plan for sustainable support for educators’ learning and implementation of direct instruction.
- c. The Idaho Training Clearinghouse (ITC) is funded by the State Department of Education. The purpose of the ITC is two-fold: (1) to link school professionals and parents with special education training opportunities and resources across the state, and (2) to provide efficient and effective technology supports (technical assistance and training) to SDE staff in the carrying out of their statewide scope of work. There are seven main aspects to the ITC: (1) online training calendar, (2) online training registration, (3) hosting of webinars and online meetings, (4) development of topical resource portals (i.e., Results Driven Accountability), (5) development of online training modules, (6) online survey and evaluation processes, and (7) hosting of a learning management system for offering in-service credit-bearing online course. Therefore, ITC can provide technical support by

hosting PD registration, accessibility to resources and collection of registration and usage data to add to the evaluation plan.

- d. The SDE Special Education Department can include resources and support in the layers of technical assistance being identified for the revised General Supervision Monitoring process. The traditional compliance monitoring process is shifting to include results-driven accountability and will need supports in place to offer districts who do not meet expectations on results data.

4. Evidence

Research is available to support that outcomes can be expected when programs and practices are implemented well. The National Center on Accessible Educational Materials included explicit instruction in its Effective Classroom Practices Report updated in 2014 (Hall, 2004). In the report, Hall states that “research on effective teaching practices has identified most – if not all- of the components of explicit instruction as essential for positive student outcomes” (Hall, 7). The research related to explicit instruction has been conducted across grades and ability levels, including students most at-risk for school failure, economically disadvantaged students and students with disabilities. A research review conducted by the State Team overwhelmingly verified the statistically positive effect size of direct instruction that is explicit and systematic on the outcomes of students with disabilities.

In aligning with the SPDG, the SSIP is also able to provide a level of instructional coaching that will support the classroom implementation of direct instruction. Since the work of Joyce and Showers in the 1980's, coaching has long been acknowledged as an effective evidence-based practice that significantly improves the implementation of instruction practices.

An investment in instructional coaching also aligns with the Every Students Succeeds Act of 2015. “In 11 instances throughout the bill, state and local agencies are encouraged to develop, train, and appropriately compensate coaches to work with teachers in developing assessment, interpreting student data, designing and differentiating instruction, providing feedback, or evaluating performance (Desimone, p. 4).

5. Readiness for Replication

Including expert assistance available, number of replications accomplished, exemplars available for observation, and how well the program is operationalized

- a. Dr. Lisa Beymer, lecturer and University Liaison for the Special Education and Early Childhood Studies department at Boise State University is currently a member of the Literacy Advisory Panel and is contracting with SESTA to be a consultant for direct instruction moving forward. She continues to advise all State projects on the professional development, training and coaching needed to improve instructional practices in direct instruction.
- b. Dr. Evelyn Johnson from Lee Pesky Center in Boise has contracted with SESTA previously to provide professional development to the original District Teams. She is the principal investigator of a research project funded by Institute of Educational Science called RESET (Recognizing Effective Special Education Teachers). Her research team has developed and is field testing a rubric for assessing the effectiveness of implementation of direct instruction that is explicit and systematic. A current iteration of this rubric is included in Appendix D.
- c. BSU graduates who are entering the teaching profession have been trained in explicit instruction, have been supervised in the field, and have participated in micro-teaching video reviews of the implementation of explicit instruction. These candidates will be ideal for support and coaching in the field for sustainability.

6. Capacity

By aligning and leveraging the SPDG, the State Team is building capacity to deliver high-quality professional development in order to implement evidence-based practices as intended and sustain and improve implementation over time. The State Team is also currently completing the Resource Alignment Process with the SDE ELA/Literacy Coaching Network, which provides an opportunity for teachers to gain further experience and expertise in the development of the Idaho Core State Standards in a supported and sustainable manner (Idaho Coaching Network, 2017). Since the inception in 2013, over 400 teacher leaders from more than 80 districts across the state have engaged in deep exploration of important and

have subsequently offered professional development in their schools and districts. The alignment between the SSIP and the Coaching Network is critical to cross-supporting the needs of students with and without disabilities. Therefore, the ongoing alignment the SDE ELA/Literacy Coaching Network, SESTA, and Boise State University provides additional resources, experts, and PD delivery options.

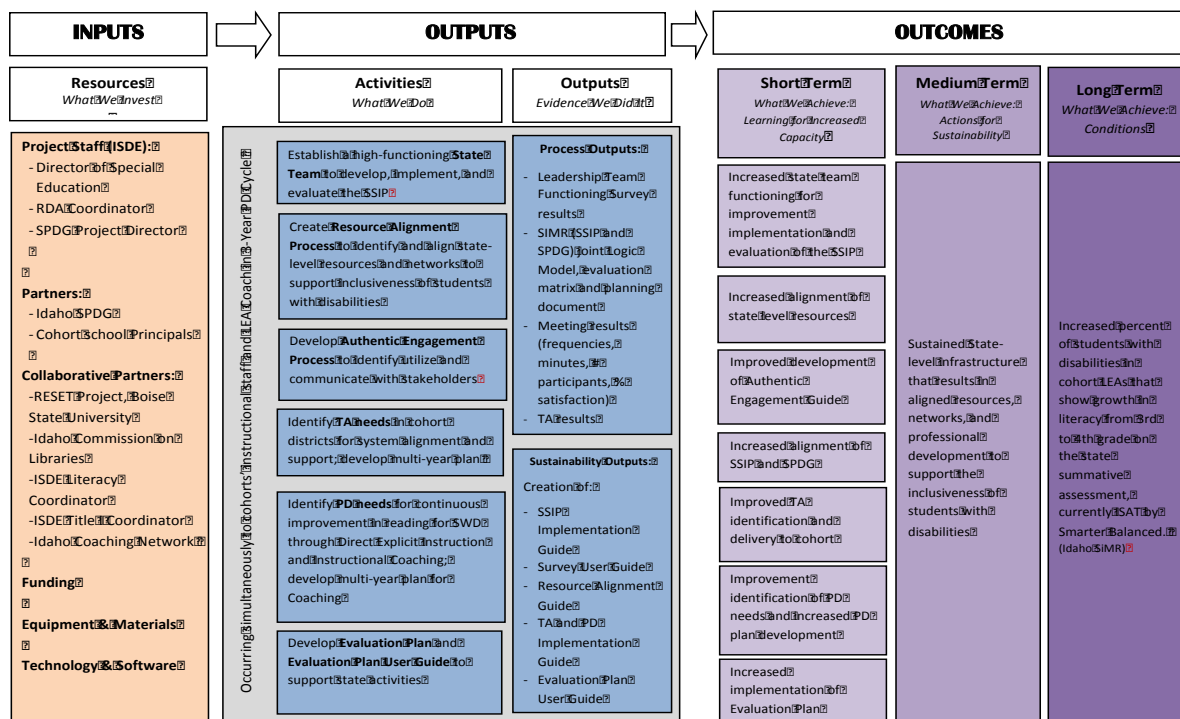
Improvement Strategies

It was stated in Phase II that as the State Team built capacity, completed the identified activities and gained additional insight into the needs of the districts, a more comprehensive logic model and evaluation plan would be developed to augment the limitations of the Phase II Logic Model. A logic model articulates the assumptions that are thought to be needed for the success of a program (Center for Disease Control, 2011). During phase II, the state team acknowledged that until they began some of the work, they would not be able to articulate all assumptions needed for the success of the SSIP. Toward that end, the Phase II Logic Model was expanded upon in Phase III to address these limitations which included:

1. **Activities:** most activities for 2016-17 were professional development events that were planned, implemented and evaluated by the State Team and delivered to the District Teams. The events were provided in an effort to increase the readiness and knowledge of the District Teams, and for the District Teams to provide input to the development of the plan. Upon closer review, these activities were one-time or short-term events that would not necessarily be repeated each year. With input from stakeholders and technical support from the National Center for Systemic Improvement (NCSI), the State Team transitioned to activities that were more topic-specific, measurable, and would result in long-term sustainable outcomes.
2. **Outputs:** the outputs listed in Phase II were not outputs that would be in a typical logic model. The State Team has now identified the outputs (evaluation measures and tools) that will be used to evaluate the process and outcomes of the new activities identified for long-term implementation.
3. **Outcomes:** the Phase II Logic Model included only the long-term outcomes at the state, district and school level related to the identified improvement strands. The Phase III Logic Model, however, includes short-term and intermediate-term outcomes related instead to the improvement activities, are independently measureable, and collectively will lead to the State-identified Measureable Results.

During this development, the State Team ensured that each of the activities that had been identified in Phase II were represented and incorporated into Phase III. A full-page version can be found in Appendix A, but the content of this model will be referenced and described in more detail throughout this report.

Idaho SSIP 2015-2020 Logic Model



Section 2

Progress in Implementing the SSIP

Implementation Progress

A sample of activities completed during this phase are presented below in chronological order, which best reflects the planning and developed that occurred while weaving together state-level, district-level, and stakeholder activities. Each event contributed to the planning and implementation of the next event. Data related to participation, satisfaction, and outcomes of the activities can be found in Section 6.

The activities are color-coded and numbered to align with the activities on the Phase III Logic Model:

1	2	3	4	5	6	7
Develop State Team	Identify/align resources	Authentic Engagement process	Align the SSIP and SPDG	Identify Cohort TA needs, develop plan	Identify Cohort PD needs, develop plan	Create Evaluation Plan

June 2016

	Activity	Purpose	Outcome
1	Plan for Cohort Work Session	Build community in cohort, get feedback about conference June 6, introduce to implementation science stages and fidelity of implementation, prepared for long investment	Marketing and foundation critical to success
3	Be a Reading Hero (BARH) Conference	Boise, Moscow, Idaho Falls: Kick-off event for SSIP Cohort. Cohort (and state) participated in training on reading, inclusive practices and data-based decision making. Videotaped Sharon Vaughn presentation for state-wide use.	Workbook as note catcher critical, target registration/attendance goal
3	Cohort Work Session, Boise	Introduce teams to implementation science, fidelity of implementation, the plan for 2016-17, allow time in role-a-likes to give feedback on conference and input to next steps (Appendix E)	UDL, mindset shift, align goals and interventions build community
5	Review evaluations	Review break-out sessions evaluations from conference, review input from Cohort work session, determine priorities	Hit targets on evaluations, conference eval on site
7	Collaboration	Presentation from Leader Services to monitoring team, increase data collection and management	Need to understand current data collection
2	Cross-State Collaborative	Collaborate with other Literacy states, discuss evaluation plans, marketing the SSIP, aligning with state programs	Minimize "SSIP", maximize focus on improving outcomes
1	SSIP/SPDG	Learn about SPDG, identify alignment possibilities, use of fidelity of implementation rubrics, use the same?	Projects different, some overlap but mostly unique
4			

July 2016

	Activity	Purpose	Outcome
4	SSIP/SPDG	State Team aligned common goals from SPDG to SiMR (primarily, improving outcomes for students with disabilities), plan for fall institute, review SPDG data, identify commonalities	Leadership, data and literacy in common
7	BARH conference data	Conference team review evaluation data, project evaluator create eval report, report shared with stakeholders	No cost impacted attendance, teachers eager for training
2	SDE Monitoring	How do we improve data collection? How will RDA impact monitoring and determinations, critical for monitoring 2016-17?	Compliance 2016-17, prep district for RDA 2017-18
1	State Team meeting	Planning for August Cohort meeting, kick off for year, lay foundation for Fall Institute	
4			

August 2016

	Activity	Purpose	Outcome
2	ELA Coaching Network	Begin year-long training with ELA Coaching Network, identify alignment possibilities, enhancement to increase inclusiveness of students with disabilities	Understand coaching framework and ELA content

2	ELA Coaches	Overview SSIP, identify purpose of participation in Coaching Network, share resources	Establish relationship, create collegiality
2	RDA alignment	Monitoring team plan for Federal Programs presentation, introduce RDA monitoring	Message alignment critical
3 6	Overview SSIP	Presented SSIP objectives to District Teams during pre-planning days	Build understanding and buy-in in district
3 7	Zoom with district leads	Reviewed evaluation data from conference and work session, needs identified from Cohort, expectations for Fall Institute, introduce RDA webpage	Clarify expectations, encourage team development
5	Virtual Survey	Barriers to SSIP implementation: integrating SSIP with other district priorities, designing and delivering PD	Create support for leadership, alignment, systems

September 2016

	Activity	Purpose	Outcome
6 7	SEAP	Discussed evaluation data from conference, used resource recommended by SEAP in conference, completed activity on inclusive practices at schools	Feedback on data, Input for checklists
2	CCSSO conference	SSIP State Lead attend CCSSO conference with Federal Programs, equity	Increase inclusiveness of special education
2	ELA Network	Core workshop with Coaching Network, complete assignments,	Identify alignment possibilities
2	Federal Programs	Present RDA monitoring, alignment with OSEP	Build capacity, explain expectations
3 4 6	Fall Institute	Leading change, district and school data management, literacy, alignment with Comprehensive Literacy Plan, cohorts identify literacy and data priorities and needs	Priorities and needs, community, readiness activities (Appendix B)

October 2016

	Activity	Purpose	Outcome
2 4	Coaching Training	Effective and timely communication, navigating the roles of coach, facilitator, and trainer, and providing support for problems with implementation.	Build capacity, common language
6 7	Director's Advisory Council	Discussed data from Fall Institute, feedback on priorities, alignment with district needs, data collection?	Instructional training needed for teachers, all have unique data processes
7	Data review	Review and format data from Fall Institute, publish	Data sharing
2	ELA Coaching Network	Workshop, implementing the content standards, depth of knowledge, sequencing and scaffolding, strategy transfer	Identify content alignment possibilities
1 4	State Team	Plan for regional training, identify content, assign responsibilities	SPDG will offer reading training, SSIP will align
3 6 7	Zoom with District Leads	Review priorities identified at Fall Institute, discuss alignment with district literacy plans,	Common priorities identified, alignment introduced and suggested
3 6	Newsletter	Inaugural Newsletter, included data from Fall Institute, links to Dr. Vaughn's videos, EBP links	Readiness activities, communication tool for district stakeholders
3	Virtual Survey	Indicate ideal implementation timeline for explicit instruction, assessment literacy, five foundational skills training	0-12 months for all three, incorporate into 12 month plan
1 7	State Team	Review draft of Logic Model, short term and intermediate goals, align with eval plan	Draft logic model developed

November 2016

	Activity	Purpose	Outcome
2 4	Effective External Support	Training provided by SPDG to SESTA, SDE and State Team. Effective facilitation, effective professional development	Build capacity, common language

2	ELA Coaching Network	Essential questions, document-based inquiry, transforming school culture, EQuIP (Educators Evaluating the Quality of Instructional Products) rubric for unit planning	Identify alignment possibilities, collaboration
2	FACE	Collaboration with Federal Programs, Cohort attended, communication strategies, poverty with Ruby Payne, community outreach, PTA	Alignment with community resources
6	Conference		
3	Regional Update	3 locations, build knowledge in reading strategies, brain processors, scaffolding	Feedback positive, but need instructional strategies, district provides PD in reading
3	Zoom with District Leads	Reviewed progress and activities, share FACE conference resources discussed marketing in districts	Consistent communication, collaborative culture
6	SEAP	Discuss data from Fall Institute, explain SEAP connection to Fidelity of Implementation Checklist, get input on resources to develop to support inclusive culture	Changing school culture, mindset, starts at school leadership level
7			
5	Newsletter	Results of PD survey, link to Literacy Plan launch, introduce Iris Center (EBPs) and Concerns Based Adoption Model Stages of Concerns. LINK: http://idahotc.com/Topics/N-Z/Results-Driven-Accountability	Collaborative community, shared resources, communication tool
6	DAC	Reviewed proposed cohort model and cohort selection, how else can we measure student growth? Barriers to implementation?	Connect to district initiatives, include leadership, no common measures
7			

December 2016

	Activity	Purpose	Outcome
1	Cross State Learning Collaborative	High-Quality Professional Development Rubric, EBPs, other state's plans and progress, logic model review,	Verified short and intermediate outcomes, aligned eval plan
2	Data Literacy Training	Federal Programs training, data aligned with Danielson's Framework	Identify alignment possibilities
3	Meet with Cohort	Reviewed district data and professional development systems, discuss inclusive practices and instructional needs, best way to support teachers' growth	Data is district specific, new processes not needed, focus on instructional practices
6	Teams		
2	ELA Literacy Coordinator	Data to support Coaching Network effectiveness? How to track participants? How to leverage network to support special ed teachers?	Will ask if data is public, not tracking district implementation, local control
1	Logic Model & evaluation plan	Draft of Logic Model, review of eval process, identify key components of eval plan	Outline of eval plan, need details documented
7			
2	SESTA	Overview SSIP progress, district needs, PD topics, possible alignments and partners, High-Quality PD rubric	Begin alignment, share resources, identify training

January 2017

	Activity	Purpose	Outcome
3	Zoom with District Leads	Reviewed cohort model, readiness activities, PD topics and coaching plan, get input on structure and content	Approved structure, topics, helpful to have multi-year plan developing
5			
2	SPDG re-write work session	2 day intensive alignment and development, outlined needs, mapped to three year rotation, identified SSIP and SPDG target areas, focus on leadership, instructional practices, TA, coaching and support – aligned logic models	Draft to take to leadership, scope too large to implement with fidelity, need to focus and scale back.
4			
6	DAC	How would you demonstrate success in your district? Progress monitoring spreadsheets, MAP testing. Does ISAT represent growth? Progress toward 8 th grade proficiency?	Confirmed growth, no other common assessment, IEP goals?
7			
2	SESTA	Share SPDG alignment progress, introduce Practice-Based PD rubric	Align tools, discuss high-quality PD
5	Newsletter	Update on planning and development of SPDG, inclusive practice update, links to BSU Literacy Center and article on Inclusive Practices	Provide update and resources
5			

2	Literacy Advisory Panel	Inaugural meeting, establish team purpose, review SSIP progress, current training plan, get input to effective instructional practices	Guidance on explicit instruction, literacy vs. reading, align to higher ed
6			

February 2017

	Activity	Purpose	Outcome
6	Regional Updates	Increase readiness in reading instruction or systems alignment	Reading strategies or systems alignment coaching
3	SEAP	Complete input on inclusive culture checklists	2 checklists for district leadership to utilize
2	SESTA	Overview SESTA evaluation plan, review SSIP training data and get input, feedback, suggestions	Move toward aligning tools, practices
3			
7			

Addressing Barriers: Finding Solution through PDSA

Through the installation and implementation phases in the last year, barriers were identified. The State Team employed the continuous improvement model in rapid-cycle problem solving to address certain barriers. “The inevitable challenges and problems associated with using a new set of practices or a new program can be quickly detected, defined, and addressed. Prompt attention and the use of a Plan, Do, Study, Act process helps to avoid letting problems grow or abandoning the new way of work and retreating to familiar but less effective approaches (Topic 1, 2017).

The State Team made adjustments, planned and enacted solutions to address some of these barriers.

1. Training Evaluation Method

Barrier: In the first training, participant data (satisfaction and attendance) was collected on paper and was very time consuming to gather and analyze resulting in unnecessary delays. This created a barrier in responding timely to participants’ feedback and questions, as well as using the activity’s results data to inform changes immediately on subsequent activities.

Solution: The data collection process was transitioned into an electronic format with real-time reports accessible to staff to increase efficiency and ability to use results to inform immediately without delay.

2. Align SPDG

Barrier: The alignment with SPDG was started, and barriers were evident at the onset. Before the alignment, SPDG had planned activities for 2016-17 and an already developed and approved budget. The SSIP Cohort had to align with the predetermined SDPG schedule and expectations in order to access the available PD and expertise. The SPDG and SSIP share only three districts, the SPDG has 11 districts that were not also in the SSIP; the SSIP had four districts that were not also in the SPDG. The outcomes and goals between the projects could not be fully aligned in the final year of the SPDG. The planning teams of the two projects struggled to identify common content, effective processes for engagement, and messages that would speak to the major goals of their respective projects: improving literacy (SSIP) and improving RTI systems (SPDG).

Solution: The State Teams began with the evaluation plan and tools and found common evaluation data to leverage. The teams agreed to align planning when appropriate and agreed to pursue separate yet parallel planning when needed. Another solution was adjusting formats of joint events. For example, the solution to providing relevant feedback to both groups in the Fall Institute was an adjustment in the institute’s format. The two projects found common content (5 foundational skills of reading and data usage) and changed the format to provide this together with the expert presenters in the mornings, and the project-specific needs were provided in separate afternoon breakout sessions.

3. Meeting Statewide Cohort Support Needs

Barrier 1: One significant barrier in Idaho is the difficulty in accessing the whole state of more than 82,000 square miles. The State Lead traveled to one of the cohort districts to present to staff but found that this

type of on-site support was not sustainable nor cost efficient. However, there was a need to provide support to each cohort district at the duration, frequency, and intensity needed to implement change.

Solution 1: This led to the development of the Zoom meeting format with district leads in which support is provided consistently every month for at least 1 hour.

In true fashion of the continuous improvement cycle, as Zoom meetings solved one problem, another problem was identified.

Barrier 2: Virtual meetings were continued using Zoom, which is effective, but creates natural barriers in that participants are not face-to-face. Much of SSIP collaborative cohort communication was done through Zoom, and while effective at reaching districts across the state every month, active participation and true collaboration between Cohort Leads was not always evident.

Solution 2: The solution was to research best virtual meeting practices, provide tech support to ensure all participants had cameras on and working (for non-verbal communication), all participants were familiar with the chat mechanism, and to carefully design the structure of Zoom meetings to engage participants and facilitate authentic collaboration.

4. Stakeholder Engagement in Planning and Reviewing Data

Barrier 1: When State Lead presented and led the discussion with the Director's Advisory Council (DAC) a barrier in their important stakeholder roles was identified. DAC is a group that represents special education directors statewide. However, only seven districts in Idaho are involved in SSIP, so some directors on DAC may be unengaged and minimal in their participation, resulting in one-way communication.

Solution 1: The solution to increasing all DAC members engagement and authentic contribution to SSIP as a valuable stakeholder was to continue to emphasize and reference the SSIP's statewide impact, and make SSIP resources and processes available to all districts. In addition, to engage and involve DAC more, assignments were sent to them ahead of scheduled meetings for them to have a role in the SSIP portion of their meetings. For example, in January, DAC members were asked ahead of time to bring their districts' data collection system and share the data they would use to indicate success in their district's special education program. Then, each director was probed to share what they do in their district into the discussion to help link their districts' data and processes to the SSIP, thereby having a more vested, engaged role in the discussion on SSIP data.

Barrier 2: SEAP (Special Education Advisory Panel) represents a wide range of educators, advisors, parents and students. Some members of SEAP are focused on secondary education, while some on only students with severe low incidence disabilities; others represent Adult populations and charter school. For these members, the focus of the SSIP was not directly related to them: students in 3rd-4th grade, who take the ISAT, and a cohort of districts and school that did not include a charter school. SEAP's feedback and involvement was critical, so when some members became disengaged and lacked connection of SSIP work to their work, it was also a barrier to SSIP progress.

Solution 2: The solution to increasing SEAP engagement and authentic contribution to the SSIP was to focus on one part of the SSIP—inclusive practices. All members of SEAP had experience and knowledge on increasing inclusion. The SSIP adjusted the role of SEAP to become the key contributor to involving inclusive practices in SSIP processes. Then, by SEAP providing a valuable role to the SSIP, and SSIP sharing out with SEAP on the progress and updates of SEAP work, SEAP became genuinely interested and involved in all SSIP work.

5. Overscheduling

Barrier: One barrier encountered was overscheduling and double booking of activities by various programs at the state. For example, in November, the Regional Update for SSIP was scheduled at the same time as the Federal Programs Family and Community Engagement Conference. Not only was this a barrier in progressing the group-based SSIP activities forward, but also in allowing SSIP cross-district collaboration of multiple districts within a region problem-solving together.

Solution: Flexibility in the State Team was necessary to keep an open-mind and a pro-district mindset. The State Team adjusted and decided to allow District Teams to determine the best use of limited time out of

the district to receive critical content. However, to ensure progress toward SSIP objectives continued, the SSIP lead identified and communication to the cohort conference sessions that linked to the SSIP activity's objectives. In addition, to foster the district collaboration, the SSIP Lead coordinated other SSIP districts attending the conference as well, as sitting together. The SSIP lead attended the FACE conference, while the SSDG State Lead attended the Regional Updates with the participating cohorts and each helped to connect content to each other. Then, to promote collaboration across the cohort, District Leads shared critical content from each event in the next virtual meeting.

Intended Outputs Accomplished

Initially, the intended outputs on the Phase III logic model focused on data collection per the Evaluation Plan. The State Team was tracking process data on stakeholder engagement, alignment progress, TA, PD, etc. in order to answer the evaluation questions and track progress toward the SiMR. But during data collection and review, a more significant "unintended outcome" developed. The State Team realized the impact of evolving each measure on the evaluation plan to not only be a data collection tool/process, but also a sustainable process guide for use and implementation moving forward. Below are the "unintended outputs" developed to support the sustainability of the Phase III plan.

1. Team Survey Users Guide

The most significant outcome of this process has been the measurably improved functioning of the State Team, which is critical to all other outcomes. An indirect outcome is that members of the State Team serve in multiple capacities across multiple projects. Therefore, the member agreed to create a Team Functioning Users Guide (included in the SSIP Evaluation Plan User's Guide) for the Team Functioning Survey so that other state projects could adopt the process of continuous improvement. If projects related to improved student outcomes increase team functioning, it could indirectly positively impact the SiMR.

2. Resource Alignment Process

The intended outcome of this step was to identify and align resources. An unintended outcome became identifying the actual process that should be followed when aligning complex resources, and this process has become the sustainable outcome that can be applied to multiple projects.

3. Authentic Engagement Guide

In Phase II the State Team conceded that the SSIP to date was underutilizing stakeholders in the plan development process. One of the intended outcomes was increased stakeholder engagement, which used the guidance of the Leading by Convening to evolve into the Authentic Engagement Guide. This resource documents the inclusion of stakeholders in the SSIP process and outlines the process for meaningful engagement moving forward.

4. SPDG/SSIP Alignment

This alignment began in the spring of 2016 and was originally intended to maximize resources in the pursuit of the common goal of improving outcomes for students with disabilities. As the partnership developed, it became clear that an ongoing alignment would be beneficial to both projects, and a more long-term vision developed. The two projects have aligned the resources, supports and evaluation tools moving forward.

5. TA Plan Users Guide

This output began as the collecting of TA provided to districts and the identification of topics of need. This has evolved into a multi-year PD plan that includes not only the historical data but also guidance for communicating, supporting and documenting the TA.

6. PD Plan Implementation Guide

As with the TA plan, the State Team worked with stakeholders to identify and prioritize the PD needs in the districts and is in the process of working with the SPDG to develop a multi-year plan. The Implementation Guide provides the structure to administratively support the implementation details related to the developed plan.

7. Evaluation Plan and Users Guide

The development of an Evaluation Plan was required by Phase II of the SSIP. At the time Phase II was written, the State Team in Idaho had limited understanding of how to develop and deliver an evaluation plan. This has been an area of growth for the State Team this year, which has lead to the development of a more comprehensive logic model, short and intermediate outcomes, and evaluation questions and measures. In addition to an evaluation plan, the State Team has created a Users Guide to clarify the processes needed and the expectations for data collection, analysis and dissemination.

Section 3: Stakeholder Involvement in Implementation

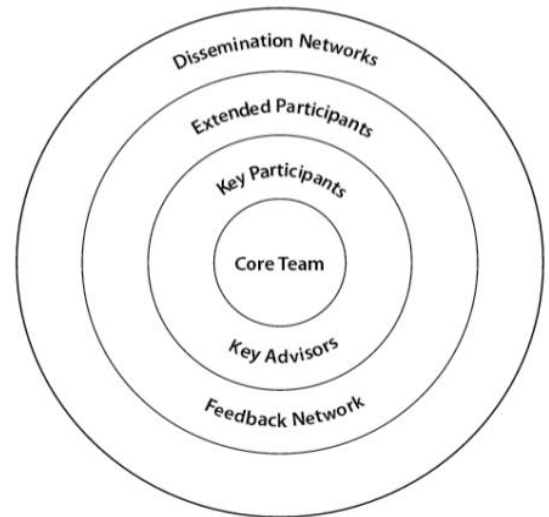
Development of Stakeholders

Idaho was introduced to the graphic in Figure 3.1 during the NSCI Cross-State Learning Collaborative for Results-Based Accountability. The graphic is from the “Leading by Convening” guidebook and was used and included in Phase II as a tool to better understand the role of stakeholders and the importance of developing groups at each support level.

Figure 3.1 Stakeholders Circles

In Phase II the State Team began stakeholder engagement by identifying the shared concern that would bring people together in a meaningful way: the improvement of literacy outcomes for students with disabilities. The State Team researched all groups who were currently engaged in work that would overlap in purpose and identified:

1. State Department of Education (SDE) Special Education Department
2. Special Education Support and Technical Assistance project (SESTA) at BSU
3. SDE English Language Arts/Literacy Department
4. Special Education Advisory Panel (SEAP)
5. Directors Advisory Panel (DAC)
6. The SSIP Cohort districts
7. SDE Federal Programs



Once these groups were identified, the State Team began the informing stage by “sharing or disseminating information with others who care about the issues” (IDEA 12). By informing each group of the purpose of the SSIP and establishing the urgency of improving outcomes for students with disabilities, the State Team secured the agreement from each group that the work aligned with their purposes and gained the commitment to collaborate. Together, the State Team and the Stakeholder group began to identify “what should participants be doing together to increase their individual and collective learning and ability to act” (IDEA 10).

Table 3.1 was included in SSIP Phase II to delineate the different layers of engaged stakeholders, as well as identify any gaps in stakeholder involvement. For Phase III, a fifth column has been added to the right to include updated information. A more developed description of each current stakeholder group can be found later in this section.

Table 3.1 Stakeholder Development

Phase II Stakeholder Summary (terms included in this section are Phase II terms – may have changed)				Phase III
Stakeholder Group	Role/Responsibilities	Current Representatives	Gaps	How Gaps Addressed
State Team	<ul style="list-style-type: none"> Create engagement strategies Organize activities Communicate with decision makers Oversee review and evaluation 	<ul style="list-style-type: none"> SimpL Team ISDE Special Education Director 	<ul style="list-style-type: none"> Evaluation Expert for SSIP 	<ul style="list-style-type: none"> Referred to in Phase III as State Team, maintained the same membership One member has become the SSIP program evaluator
Key Participants and Advisors	<ul style="list-style-type: none"> Act as regular contacts for information on the issue Give advice and help the core team sense issues and adapt activities in a variety of contexts 	<ul style="list-style-type: none"> SSIP Core Team SDE ELA Literacy Coordinator District Results Driven 	<ul style="list-style-type: none"> Local Agencies in Cohort Districts Community Partners 	<ul style="list-style-type: none"> Local agencies in cohort district to be added 2017-18 Community partner added (Idaho Library Commission)

Phase II Stakeholder Summary (terms included in this section are Phase II terms – may have changed)				Phase III
Stakeholder Group	Role/Responsibilities	Current Representatives	Gaps	How Gaps Addressed
	<ul style="list-style-type: none"> Join the core team periodically when their expertise is required on a particular issue Bring their networks into the work of the group Make opportunities for the work within their networks 	Implementation Teams <ul style="list-style-type: none"> Director's Advisory Council SEAP SESTA 	<ul style="list-style-type: none"> School Results Driven Implementation Teams Parents and educators in Cohort districts 	<ul style="list-style-type: none"> School principals and teachers included on District Team Parent and educators to be added 2017-18 Created Literacy Advisory Panel
Extended Participants and Feedback Network	<ul style="list-style-type: none"> Volunteer to become involved and represent the perspective of their organization and/or network Bring the perspective of their role and/or organization into the work Bring important learning back to their networks Identify other practitioners and family members who may become active 	<ul style="list-style-type: none"> Idaho Core Coaches Idaho Capacity Builders ISDE divisions SESTA Federal Programs Alignment Committee 	<ul style="list-style-type: none"> Idaho Core Coach connected to each Cohort district Statewide agencies School-related networks 	<ul style="list-style-type: none"> Actively aligning to Coaching Network School networks added 2017-18 as part of implementation activities Boise State Literacy Center Boise State pre-service literacy and special education professors
Dissemination Networks	<ul style="list-style-type: none"> Receive information Redistribute information through newsletters, news blasts, meetings, etc. Customize messages for their particular audience 	<ul style="list-style-type: none"> Special Education Directors webinar Statewide presentations ISDE webpage Idaho Training Clearinghouse 	<ul style="list-style-type: none"> Parent Networks District/School websites/newsletters Statewide agencies 	<ul style="list-style-type: none"> Added RDA webpage on Idaho Training Clearinghouse Added monthly Newsletters to be shared with district stakeholders

Authentic Engagement Guide

In Phase III, the State Team was guided by OSEP to focus more purposefully on meaningful stakeholder engagement. As this was a self-acknowledged weakness in Phase II, Idaho was eager to use available resources to better develop this area.

The State Team used the “Leading by Convening” guidebook (Leading, 2016) and input from stakeholders to create an Authentic Engagement Guide. The guide includes a summary of the work that has been completed to date with each stakeholder group and provides sustainable guidance around:

- Stage 1: Coalescing Around the Issues
- Stage 2: Ensuring Relevant Participation
- Stage 3: Doing the Work Together

On the Evaluation Plan, the short-term outcome related to stakeholder engagement is to have the Authentic Engagement Guide outlined and activities in Coalescing Around the Issues completed. Below is a brief outline of the work completed related to Coalescing Around the Issue, followed by an outline of Ensuring Relevant Participation and Doing the Work Together:

Stage 1: Coalescing Around the Issue

To develop a more complete understanding of this process, the State Team and stakeholders focused on the technical issues around coalescing:

1. Describe the Issue
 - a. The whole issue is improving outcomes for students with disabilities, but the more specific issue for the SSIP is improving literacy outcomes for students through grade 4.
 - b. Issues that contribute to the current situation are:
 - i. Idaho's Comprehensive Literacy plan
 - ii. Structure of the ELA Coaching Network
 - iii. Extent of resources to provide PD and TA
 - iv. Special Education monitoring system that is being updated and aligned with RDA
 - v. Non-mandatory kindergarten
 - vi. Development of new statewide accountability system
 - c. Pertinent data related to this issue is included in the Annual Performance Report submitted to OSEP, and the state summative assessment data collected at the end of each school year.
2. Outline the existing knowledge base

After meeting with stakeholders and outlining the existing knowledge base, it was determined that none of the current stakeholder groups had expertise in early literacy or improving literacy for students with disabilities. This prompted the creation of the Literacy Advisory Panel described below.
3. Seek out and acknowledge related initiatives

Identifying what others have done related to improving literacy in Idaho will help the SSIP build on the positive historical work that has been done. Some of that work includes:

 - a. Idaho Commission for Libraries Read to Me program provides information, training, technical assistance, and resources for Idaho libraries and their community partners. "Our vision is for all parents and caregivers to nurture their children's early literacy skills and for all children to develop as independent readers and become lifelong learners" (<http://libraries.idaho.gov/landing/read-to-me>).
 - b. SDE ELA/Literacy Coaching Network is "focused on supporting educators in improving instructional practices and developing a deeper understanding of Idaho's English Language Arts/Literacy Standards" (<http://www.sde.idaho.gov/academic/ela-literacy/>).
 - c. Boise State Literacy Center has a vision is that, in the following years, they will "evolve into an interdisciplinary center for the study, evaluation, and development of literacy practices across diverse contexts and populations, at the local, national, and international level (Literacy Center, 2017).
4. Develop mission, guiding principles, and ground rules of interaction
 - a. The mission is identified as the SiMR – improving literacy outcomes for students with disabilities.
 - b. Ground rules for interactions are listed below and are the norms for every group interaction. These norms were created by the State Team when aligning the SSIP and SPDG, and shared and reviewed with each stakeholder group:
 - i. Stay focused on the task (lead establishes clear tasks)
 - ii. Keep time frames (assign timekeeper)
 - iii. Avoid problem-admiration
 - iv. Have respectful and inclusive conversations
 - v. Strive for consensus
 - vi. Use parking lot for items needing more time
5. Develop a process for continued engagement

The timetable for review and reflection in Table 3.2 was included in Phase II to describe the stakeholder communication process. Membership overview, work scope, and actionable goals have been added in Phase III.
6. Develop work scope and actionable goals.

The stakeholder groups have provided input to the work scope and actionable goals that align with their group's purpose, included in Table 3.2. The timetable is a minimum contact with each stakeholder group, with additional access to information available at:

 - a. SDE website, RDA page
 - b. RDA page on the Idaho Training Clearinghouse web page
 - c. Access to the State Lead for suggestions and input between meetings

d. Access to State Special Education Director for feedback and input

Table 3.2 Summary of Coalescing Around the Issues

Phase III				
Stakeholder Group	Membership Overview	Work Scope	Actionable Goals	Timetable
SDE Special Education Department	All staff employed by the SDE who are assigned to the Special Education Department	Disseminate information, revise monitoring and support of districts, identify and align PD and TA practices	Align RDA with monitoring system, coordinate resources	1 time per month
Special Education Support and Technical Assistance	Idaho SESTA provides statewide support and technical assistance to all educators who work with students with disabilities.	Align state-wide TA and PD resources, increase district-level capacity and support, improve data collection and reporting	Identify resources, partner on projects, align evaluation tools	1 time per month
Special Ed Advisory Panel	The panel includes select organizations that are specifically focused on the needs of individuals with disabilities.	Improve inclusive practices in the Cohort districts and statewide.	Create tools and checklist for inclusive practices, develop TA or PD to support implementation.	Quarterly
Directors Advisory Council	The DAC is comprised of Special Education Directors that represent all six regions in Idaho. Mission is to establish communication, collaborate, improve special education in Idaho	Plan development from district leadership perspective, leadership supports, alternate measures of student growth beyond the state summative assessment.	Cohort selection and readiness needs, student growth measure, evaluation of outcomes	Quarterly
District Teams	District identified teams, district lead	Plan development, identification of barriers at the district level, PD and TA needs	Identification and prioritization of district and school-level needs, feedback to plan development, and identification of barriers at the district level	1 time per month
Literacy Advisory Panel	State Team, SDE Special Education Director, Associate Director of SESTA, BSU professor of Special Education, BSU Professors of Elementary Education, member of Idaho Commission on Libraries	Identify evidence-based practices, consider pre-service education and current practices in teacher evaluation,	Align RDA with monitoring system, coordinate resources	Quarterly

Stage 2: Ensuring Relevant Participation

As the Coalescing around the Issue stage activities were completed and documented, the State Team also worked on incorporating more opportunities for relevant participation. This is in an ongoing development process as the State Team gains capacity and the specific direction of the SSIP becomes more developed.

1. Implementing a Process of Welcoming and Orienting

- a. Have we identified a way to invite new stakeholder who might have influence and authority?
 - i. Identify what each stakeholder groups needs to orient new members to the work related to the SSIP

- ii. Developed a Literacy Advisor Panel to fill a stakeholder gap identified by SESTA and the ELA/Literacy Coaching Network
 - iii. Identify a SESTA team member to join the Literacy Advisory Panel
 - iv. Review and add stakeholders as needed
 - v. Ask each stakeholder group to identify related contacts that might have influence.
- b. Do we acknowledge the various roles at each meeting?
 - i. For established groups the roles are clear (they are in the group because of their roles)
 - ii. More emphasis is needed for new groups and role delineation could be clarified
 - iii. Establish process and guidelines for AEG.
- c. Do we have a process established to mentor new people?
 - i. Identified materials needed for new participants to review
 - ii. Establish mentoring partnerships and include guidance in AEG
- d. Do current members reach out to new members at the meeting and after?
 - i. Stakeholder groups this year have not changed membership
 - ii. Groups are welcoming and encouraging
 - iii. Establish actual procedures for this step to include in AEG.

2. Develop Guidance on When to Convene

- a. Is the current stakeholder-meeting schedule adequate?
 - i. Most stakeholder group meetings are preset to allow for travel and planning. More time focused exclusively on SSP related items could be beneficial, but the schedule is predetermined for established groups. SESTA and the Literacy Advisory Panel allow for more flexibility and access, which is leveraged for group and individual meetings.
 - ii. State Team has increased meetings while drafting SSIP and proposed SPDG
 - iii. Establish a new meeting schedule and publish when SSIP and SPDG drafts submitted
- b. When do we need to convene a subgroup to inform the larger group?
 - i. State Team was able to recognize need for Literacy Advisory Panel
 - ii. Coordinating with SDE leadership on membership of Panel – will increase membership to align with 2017-18 activities
 - iii. Stakeholder membership will be agenda topic and considered as needed
- c. Are there needs that warrant a face-to-face meeting, while other can be on a phone call, zoom meeting, webinar, etc.?
 - i. Established SDE-related stakeholder groups meet face-to-face
 - ii. District Team Leads meet monthly and meeting is virtual when a face-to-face training is planned
 - iii. State Team has the flexibility to facilitate virtual meetings, conference calls, webinars, etc. to meet the needs of the stakeholders.
 - iv. Include procedures and best practices in AEG.

3. Develop and Follow a Communication Protocol

- a. Do we have the option for Stakeholders to participate virtually if needed?
 - i. Yes, stakeholders can participate by virtual video meeting or call in as needed.
 - ii. Establish procedures and communication protocols to include in AEG.
- b. Have we established who is responsible for scheduling meetings, taking notes, disseminating notes afterward, etc.?
 - i. Yes, roles and responsibilities are established.
 - ii. Document and included in AEG
- c. Do we have a procedure that allows stakeholders to contribute to the development of the agenda?
 - i. Stakeholders have contributed to agenda, but that procedures look different for each stakeholder group.
 - ii. Need to delineate procedures for each group and document in AEG

4. Contribute and Create a Shared Vocabulary

- a. Have we clarified the shared vocabulary that will be used?
- b. Have we documented this shared vocabulary?

5. Conduct an Environment Scan

- a. Have we asked stakeholders to look around and reach out to others who might care about this issue?
 - i. This was asked of SEAP and Literacy Advisory Panel, and results and process included in Authentic Engagement Guide (AEG)
 - ii. This will be included in the Resource Alignment Process with SESTA and identified resources and tools included in the AEG.
 - iii. A general invitation to other who may care about this issue has not been given, so a schedule for conducting this scan with each stakeholder group will be included in the AEG.
- b. Have we identified expertise, resources and materials that might support our mission?
 - i. Again, we are doing that with several groups and adding that information to our work.

6. Use a Process for Reflection

- a. Who else can we include in this process that might be underrepresented?
 - i. We will need to reconsider our District Team stakeholder membership as we move into the Installation Stage at the district level
 - ii. Districts and school encouraged to expand their team to include local stakeholders that care about the issue, have expertise, and can help move the district work forward.
- b. How can we put in extra effort to engage those groups?
 - i. Provide TA to the District Cohort leadership to prepare them to identify stakeholders and recruit them to participate in the improvement process.

Stage 3: Doing the work together

As more structure is added to the Authentic Engagement Process, the State Team will continue to include the following steps in their planning and development:

1. Develop and maintain principles for interaction and engagement
2. Develop and structure for convening and working together
3. Create and maintain systems to support group interactions
4. Identify levels of potential interaction and/or influence.
5. Develop and implement an action plan
6. Use a process for reflection.

Information Dissemination to Stakeholders

Multiple methods have been developed and initiated to inform and engage stakeholders in the ongoing implementation of the SSIP.

1. RDA Webpage
Idaho has developed a Results Driven Accountability (RDA) website that is linked to the Idaho Training Clearinghouse. The page provides documents and updates related to the progress on the SSIP plan and implementation, as well as links to recourses, newsletter, and data.
2. State Department of Education Webpage
RDA is a featured link on the SDE's Special Education webpage. SSIP related items linked to this page include each phase of the SSIP, supported documents explaining RDA, and links to relevant resources.
3. Newsletter
The State Team has also developed a monthly newsletter that is sent directly to the District Team leads (district Special Education Directors) in the seven cohort districts, the SESTA staff, and identified SDE staff. The newsletter includes the latest updates about the SSIP implementation, as well as related articles and links to the evidence-based practices that support implementation. District Team leads are able to send the newsletter link to stakeholders and interested professional in each district as identified by the district leadership.

4. Presentations and discussions

- a. District Teams: The District Team Leads have a monthly virtual meeting with the SSIP State Lead to review recent activities, plan for upcoming events, and give feedback and input on implementation.
- b. Special Education Advisory Panel (SEAP): The State Team provides an update at each quarterly meeting, and has engaged the panel in engagement activities explained below.
- c. Director's Advisory Council (DAC): The State Team provides an update at each monthly meeting.

Stakeholders Involvement in Implementation

The information below is also included in the Section 2, but a sample is included here in an effort to highlight the targeted work done specifically with stakeholder groups.

When	Activity	Purpose	Outcome
June 2016	Cohort Work Session	Introduce teams to implementation science, fidelity of implementation, the plan for 2016-17, allow time in role-a-likes to give feedback on conference and input to next steps (Appendix E)	UDL, mindset shift, align goals and interventions build community
Aug 2016	Zoom with district leads	Reviewed evaluation data from conference and work session, needs identified from Cohort, expectations for Fall Institute, introduce RDA webpage	Clarify expectations, encourage team development
Sept 2016	Fall Institute	Leading change, district and school data management, literacy, alignment with Comprehensive Literacy Plan, cohorts identify literacy and data priorities and needs	Priorities and needs, community, readiness activities (Appendix A)
	SEAP	Reviewed summer data, reflect on suggested resource, identify area of focus for 2016-17. Reviewed section of Dr. Vaughn's reading video	Inclusive practices should be focus, access to video on webpage
Oct 2016	Zoom with District Leads	Review priorities identified at Fall Institute, discuss alignment with district literacy plans,	Common priorities identified, alignment introduced and suggested
	Newsletter	Inaugural Newsletter, included data from Fall Institute, links to Dr. Vaughn's videos, EBP links	Readiness activities, communication tool for district stakeholders
	Virtual Survey	Indicate ideal implementation timeline for explicit instruction, assessment literacy, five foundational skills training	0-12 months for all three, incorporate into 12 month plan
	DAC	Redesign of special education monitoring system, tying in RDA, use of the Idaho Training Clearinghouse, accessing Director's portal for information	Director's portal underutilized, help identify measurement for success in special education
Nov 2016	Regional Update	3 locations, build knowledge in reading strategies, brain processors, scaffolding	Feedback positive, but need instructional strategies, district provides PD in reading
	Newsletter	Results of PD survey, link to Literacy Plan launch, introduce Iris Center (EBPs) and Concerns Based Adoption Model Stages of Concerns	Collaborative community, shared resources, communication tool
	Zoom with District Leads	Reviewed progress and activities, share FACE conference resources discussed marketing in districts	Consistent communication, collaborative culture
Dec 2016	Meet on site with District Teams	Reviewed district data and professional development systems, discuss inclusive practices and instructional needs, best way to support teachers' growth	Data is district specific, new processes not needed, focus on instructional practices
Jan 2017	Zoom with District Leads	Reviewed cohort model, readiness activities, PD topics and coaching plan, get input on structure and content	Approved structure, topics, helpful to have multi-year plan developing
	Newsletter	Updated Cohort on SPDG.SSIP Alignment planning, links to Effective Inclusive Practices and BSU Literacy Center, announced next Zoom Meeting	82% opened, good communication tool, positive feedback in Cohort meeting

	Literacy Advisory Panel	New stakeholder group, introduced to SSIP and SPDG, explained need for expert guidance, discussed evidence-based practices, community partnership	Stakeholder group established, met quarterly, Lead meet individually with participants
	DAC	How would you demonstrate success in your district? Progress monitoring data, MAP testing. ISAT represent growth? Progress toward 8 th grade proficiency?	Confirmed growth, no other common assessment, IEP goals?
Feb 2017	SEAP	Complete input on inclusive culture checklists	2 checklists for leadership use
	Newsletter	Announce summer conference, Inclusive Practices checklists from SEAP, links to Explicit Instruction and UDL on IRIS Center website	Readiness for shift to explicit instruction, market conference, promote SEAP's work
	SESTA	Overview SESTA evaluation plan, review SSIP training data and get input, feedback, suggestions	Move toward aligning tools, practices

Section 4

Data on Implementation and Outcomes

Monitored and Measured Outputs

The evaluation measures align with the logic model in a short-term, one-to-one relationship. Each State Level Activity has an identified short-term outcome, evaluation questions(s) and clear measurements. This allows the State Team and stakeholders to track the progress of implementation of each of the identified activities. These activities are not one-time events, but rather processes that will lead to sustainable and measurable outcomes. While the long-term goal of the logic model is the SiMR (to improve literacy outcomes for students with disabilities in the Cohort districts), the intermediate outcome is a state-level infrastructure that will support inclusiveness of students with disabilities.

Table 4.1 Represents the activities and outcomes from the logic model but also includes the evaluation questions the State Team and stakeholders will ask and the way that information is measured.

Table 4.1

Activity	Short term Outcome	Evaluation Questions	Measurement	Intermediate Outcome
Establish a high-functioning State Team to develop, implement, and evaluate the SSIP	State Team is functioning well in developing, implementing and evaluating the SSIP.	1. How well is the State Team functioning? 2. Is the State Team using a continuous improvement cycle to increase functioning?	1. Priority items identified and action plan developed 2. Subsequent surveys compare for growth	Have a sustainable State-level infrastructure that results in aligned resources, networks, and professional development to support the inclusiveness of students with disabilities.
Create Resource Alignment Process to identify and align state-level resources and networks to support inclusiveness of students with disabilities	Resource Alignment Process is developed, resources and networks are identified, a Resource Alignment Plan is being developed.	1. To what extent is the Resource Alignment Process developed? 2. To what extent are resources identified? 3. To what extent are Resource Alignment Plans developed for two resources?	1. The Resource Alignment Process is developed and included in Phase III. 2. Resources are identified from at least five unique programs. 3. A Resource Alignment Plan is developed and ready to present to Leadership.	
Develop Authentic Engagement Process to identify, utilize and communicate with stakeholders	Authentic Engagement Process is outlined and the Coalescing Stage completed.	1. To what extent is the Authentic Engagement Process outlined? 2. To what extent is the Coalescing Stage complete?	1. All 3 stages of Authentic Engagement Process outlined. 2. Coalescing Stage Activities complete and documented.	
Align the outcomes of the SSIP with the resources and processes of the SPDG	A team is focused on aligning the SSIP and the SPDG, evaluation tools, and data are shared/ aligned.	1. To what extent is a team working on alignment? 2. To what extent are the SPDG and SSIP aligned and sharing resources?	1. Team meets at least monthly 2. Logic Models created to show alignment 3. Evaluation plans share tools and data resources	
Identify TA needs in Cohort districts for system alignment and support and develop multi-year plan.	TA needs are identified to support continuous improvement, and a year-long TA plan is developed	1. To what extent are the TA needs identified? 2. To what extent is the one-year plan developed? 3. To what extent is the TA meeting the needs of the Cohort?	1. TA needs are listed 2. TA plan is developed and shared with Cohort 3. TA survey is developed and administered	

Identify PD needs for continuous improvement in Cohort districts and develop multi-year plan.	PD needs are identified and a first-year training and coaching plan is developed.	1. To what extent are the PD needs identified? 2. To what extent is the first-year plan developed?	1. PD needs are identified, and 2. A first-year plan is developed and shared with Cohort	
Develop Evaluation Plan and Evaluation Plan User Guide to support state activities.	The Evaluation Plan is developed, the Evaluation Plan User Guide is outlined.	1. To what extent is the Evaluation Plan developed? 2. To what extent is the Evaluation Plan User Guide developed?	1. Evaluation Plan is developed and included in Phase III 2. Evaluation Plan User Guide is outlined and included in Phase III.	

Data management and data analysis procedures allow for assessment of progress toward achieving intended improvements as outlined in the Evaluation Plan and Evaluation Plan Users Guide. Management and analysis of specific activities can be found in the narrative of each activity in the following section.

Demonstrated Progress and Made Modifications

A Data Management and Analysis Process

In August, the State team formalized data management and analysis guidelines for all on-site events. Per the State Team's guidelines for onsite activities (trainings and regional coaching sessions), every onsite activity had goals and targets established for measuring the process of the activity (quantitative data) as well as an electronic survey for gathering satisfaction, knowledge gains and also open text comments (qualitative data). The analysis guidelines specified that all data would be compiled and analyzed by the SSIP evaluator within three weeks of the completion of the event, and shared out and discussed internally with the State team within four weeks of the completion of the event. The internal discussion by the state team closely examined achievement or non-achievement of targets or goals of each activity to assess progress toward achievement intended improvements and making adjustments needed. The process also included sharing key data of the event externally to other stakeholders through a published info-graphic.

In addition, for other activities not involving on-site events, the state team set guidelines to determine targets and goals for each activity (frequencies, counts, durations, satisfaction, survey dissemination, increases, or other). The Data Management process included all process measures captured electronically with real-time electronic reports with graphs and charts. The Data analysis process, as formalized in the guide, included the State Team reviewing and discussing monthly the results in relation to their targets/goals for assessment of progress toward achieving intended improvements. The State team, in a continuous improvement cycle, used the opportunities to review data to reflect and learn, then plan and adjust.

Data Informed Progress and Determined Next Steps:

The data included below aligns with the activities from the Phase II Logic Model. Below each activity is a description of the outcome of that event(s), how the data was used to inform progress toward the SiMR, and how the data informed next steps. In Section 1, it was explained that the data from these activities prompted the developed of the Phase III Logic Model. Progress in the activities that are aligned with the Phase III Logic Model will be reported in Section 6.

Federal Coherence Alignment	<p>COLLABORATION DATA</p> <ul style="list-style-type: none"> There were 64 occurrences of collaboration with partner groups - MET TARGET (50 occurrences). There were 10 different groups with which planned collaboration activities occurred – MET TARGET (8 groups) Of the 10 different groups, planned collaboration activities occurred with the Idaho SDE Federal Programs group 5 times – MET TARGET (4 occurrences; 1 per quarter). Summary of each occurrence's major developments, including identified barriers and weaknesses, were collected for 78% (50/64) of occurrences – MET TARGET (75%)
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Phase II connection: This was the initial collaborative group for the State Team and has proven to be a valuable connection to the development of the Idaho Consolidate Plan. The SSIP Lead is a member of the SDE team tasked with revising the special education monitoring system to shift to results-driven accountability, with one goal being to coordinate with the Federal Programs accountability system.

Changes to Implementation: Expanded to more collaboration projects, aligned monitoring timeline and resource between Special Ed and Federal Programs, identified the need for systemic alignment that includes agreement from leadership.

Key qualitative and quantitative data provide evidence on progress and inform next steps: Both frequencies and duration (quantitative data) and reflections, learnings, and opportunities (qualitative data) on SSIP collaboration with other federal programs provided evidence of progress toward outcomes of achieving intended infrastructure improvements, as aligned to progression toward the SIMR. The data on Federal Coherence alignment activities, and input from SEAP in the spring 2016 and fall 2016 meetings informed next steps; it provided the foundation for the for Phase III activity of developing a Resource Alignment Guide. Through the guide, the State Team has a structured process to approach the alignment of the SSIP with any identified resource or network. SESTA suggested the plan culminate with a presentation of the Resource Alignment Plan to state leadership with recommendations based on data for next steps and implementation.

SSIP team structure	<p>SSIP LEADERSHIP TEAM FUNCTIONING DATA</p> <ul style="list-style-type: none"> • All SSIP team members completed the survey – MET TARGET (100% team members complete in Sept and May each year; May not applicable yet). • Four focus improvement areas were selected from averaged results with action plan tasks assigned – MET TARGET (at least 4 focus items have action plans assigned). • Growth in average scores in each category was not calculated due to only one occurrence (Sept 2016 survey established baseline) - TARGET N/A • 100% survey discussions have meeting minutes captured – MET TARGET (100%)
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Phase II connection: The original purpose of this Phase II activity has remained even as the multiple teams in Phase II have consolidated to one focused State Team. The effectiveness of the team functioning is critical.

Changes to Implementation: State Team has added review of action items to monthly agenda, systematized action planning and improvement process, shared process with other projects for use, and improved team functioning which will impact efficiency and implementation.

Key qualitative and quantitative data provide evidence on progress and inform next steps: Using leadership functioning scores and growth (quantitative data) and discussions on action plan items (qualitative data), the State Team used the SSIP Leadership Team Functioning survey as a tool to inform progress toward outcomes, as aligned to the SIMR. The State Team employed the data in a continuous improvement process to systematically identify low-scoring items on the Leadership Team Survey and action plan for improvement.

Cross-District Collaborative	<p>COHORT LEAD MEETINGS</p> <ul style="list-style-type: none"> • 80% (4/5) of meetings met attendance goal - MET TARGET (80% meetings 85% attendance) • 80% (4/5) of meetings met survey response goal - MET TARGET (80% meetings 80% response) • 80% (4/5) of meetings met satisfaction goal - MET TARGET (80% meetings have 100% satisfied) • 100% (5/5) of meetings met survey dissemination goal - MET TARGET (100% meetings' survey within 1 week) • 100% of cohort lead meetings have minutes captured and include a survey (which include open text comments)- MET TARGET (100%)
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Phase II Connection: The District Teams have had collaborative opportunities and role-alike discussion in each of the training events, and if a face-to-face meeting was not scheduled during a particular month, the State Lead facilitated a collaborative discussion among the District Leads via a Zoom virtual meeting.

Changes to Implementation: Cohort maintained collaboration, and based on feedback SSIP Lead sent meeting materials out prior to Zoom meeting, built in purposeful engagement on identified topics, developed visual guides for the meeting, and then sent a survey to determine if needs met.

Key qualitative and quantitative data provide evidence on progress and inform next steps: The frequencies, attendance, and satisfactions (quantitative data) combined with the rich discussion and districts team leads' comments in survey results (qualitative data), directly informed the SSIP lead on next steps and immediate adjustments needed to stay on track to outcomes, as aligned to the SIMR. The qualitative results and implication gleaned and shared real-time at the Cross District Collaborative activities have been invaluable. District Team Leads' input has been a focus of each meeting, but the more important result of these meetings has been the confirmation of the impact of direct TA and the building of relationship between the District Leads and the State Lead. Trust has been established, and District Leads have reached out and collaborated with each other independently. The need for sustainability in gathering and sharing out this valuable qualitative data led to the creation the Technical Assistance Plan and the Technical Assistance Users Guide.

Be a Reading Hero Statewide Conference	<p>BE A READING HERO CONFERENCE</p> <ul style="list-style-type: none"> • 71% of registrants attended (278/389) - DID NOT MEET TARGET (75%). • 100% of locations met minimum attendee goal (35) - MET TARGET (100%) • 43% of districts staff attend - DID NOT MEET TARGET (50%). • 100% of regions had staff attend - MET TARGET (100%). • 18% of attendees completed survey - DID NOT MEET TARGET (30%) • 85% of respondents were satisfied - MET TARGET (80%) • 85% of presenters were satisfied - MET TARGET (80%) • 80% of presenters provided comments and feedback – MET TARGET (75%)
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Phase II Connection: SESTA provided a statewide conference that featured Sharon Vaughn and provided training to over 350 Idaho teachers. The District Teams were brought to Boise and participated as a Cohort. All parties involved in planning reviewed conference data, documented conclusions, and shared the above data with stakeholder groups.

Changes to Implementation: Identified the need to adjust participation targets per location, align breakout sessions with registration numbers, conduct conference survey on-site, and expand expert presenters to reduce redundancy.

Key qualitative and quantitative data provide evidence on progress and inform next steps: Targets were set for each process measure above, to define what would indicate a successful conference. The Be a Reading Hero conference did not meet three of these targets, which was an indication of adjustment necessary to be on track to intended outcomes. Toward that end, through a continuous improvement cycle process, SESTA, in a joint effort with the State Team, used the quantitative and qualitative data (as compiled and analyzed by the SSIP team) to inform the planning for the Summer 2017 conference. Targets that were not met last year in the summer conference are being carefully examined with changes made to address each missed target. The survey process was changed from paper to electronic to increase accuracy, reliability, and validity of quantitative and qualitative data. In addition as a next step resulting from the BARH analysis in August 2017, the State team formalized a guide on their Data Management and Analysis Process in a which they address for each activity, timelines, and roles for compiling data, analyzing data, sharing data. This guide is described in detail on the previous page, at the beginning of this section.

Be a Reading Hero cohort Work Session	<p>BE A READING HERO WORK SESSION</p> <ul style="list-style-type: none"> • 49 Cohort Team members registered - MET TARGET (42 registrants) • 45 Cohort Team members attended - MET TARGET (42 registrants) • 100% of Cohort Districts had staff attend - MET TARGET (100%) • 95% of participants were satisfied - MET TARGET (80% satisfaction) • 100% of participants completed survey – MET TARGET (80% completion)
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Phase II Connection: The session was created for the Cohort to have small group time with Sharon Vaughn, and to establish the foundation for implementation stages and fidelity of implementation. Role-alike sessions allowed for the collection of conference key take-away's and next steps from the District Team participants.

Changes to Implementation: Collaboration and role-alike sessions were rated very high in the surveys, so this format should continue. Groups identified PD needs and topics of interest for the plan development (more detail in Appendix E). This resulted in on-going collaboration development and role-alike sessions included in all face-to-face meetings.

Key qualitative and quantitative data provide evidence on progress and inform next steps: The State Team has ensured continued opportunities for cross-district collaboration and role-alike sessions. Quantitative and qualitative results data were taken into consideration for the planning of PD and support during the 2016-17 school year, and the data has also informed the PD and TA planning for 2017-18. Qualitative results from the BARH Work Session included captured dialogue in small group discussions, role-a-like groups and survey comments, all of which were compiled and analyzed to identify trends. These results indicated the honest engagement of the District Teams and were indicative that activities were aligned to SSIP outcomes, as aligned to the SIMR.

Results Driven Institute	<p>FALL INSTITUTE:</p> <ul style="list-style-type: none"> • 49 Cohort team members registered - MET TARGET (42 registrants). • 45 Cohort team members attended - MET TARGET (42 registrants). • 100% districts had staff attend - MET TARGET (100%) • 89% participants were satisfied - MET TARGET (80% satisfaction). • 100% increased knowledge on leading change - MET TARGET (90%). • 92% increased knowledge on literacy strategies - MET TARGET (90%) • 92% increased knowledge on using data - MET TARGET (90%). <p><u>Phase II Connection:</u> This event was the first alignment with the SPDG Cohort and was 2 days of professional development and collaboration. Given the stakeholder input from the June work session, cross-district collaborative time and role-alike sessions were built in during the SSIP specific time. High attendance and satisfaction</p> <p><u>Changes to Implementation:</u> Feedback included role-alike session are critical for collaboration, can plan future events in cooperation with SPDG Cohort, some overlap, some project-specific time.</p> <p><u>Key qualitative and quantitative data provide evidence on progress and inform next steps:</u> Previously at district team meetings, district leads had expressed a need for help and support in aligning the SSIP to their other district initiatives so they could make a stronger case for SSIP work to their superintendent and district leadership. Using this information and qualitative data on districts needs, the SSIP team created an alignment document cross-walking all major components of the Idaho Comprehensive Literacy plan to all the major objectives, outcomes and improvement strands in the SSIP. At the Fall institute, districts received this cross-walked document and discussed together how to share SSIP and Literacy Plan connections and continue data and literacy discussions with district leadership.</p> <p>At the Fall institute, District Teams prioritized their literacy and data PD and TA needs. Each district's top three needs were compiled together in a quantitative (ratings, averages scores) and qualitative analysis (synthesis of districts' justification for selecting certain items). This data was used to guide the content and support for the subsequent months activities (the data informed next steps). In addition, in reviewing this data and comparing it to data on district-identified needs earlier in the year, it supported as evidence that District teams has made progress in narrowing and prioritizing their needs, which was necessary for SSIP progress on outcomes, as aligned to the SiMR.</p>
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SSIP NOVEMBER REGIONAL COACHING

- 45 Cohort Team members registered - **MET TARGET** (35 registrants; 5/district)
- 40 Cohort Team members attended - **MET TARGET** (35 registrants;5/district)
- 100% of Cohort Districts had staff attend - **MET TARGET** (100%)
- 100% of participants were satisfied - **MET TARGET** (80% satisfaction)
- 100% increased knowledge - **MET TARGET** (90%)
- 59% attendees completed survey - **DID NOT MEET TARGET** (80%)
- 80% agreed trainer HQ in 100% (6/6) of HQ PD components - **MET TARGET** (80% of attendees in 80% components).

Phase II Connection: First regional training with SPDG cohort. SPDG planned content on common goal of increased literacy outcomes.

Changes to Implementation: State Team must plan cohort training to specifically match Cohort needs. Parallel planning with SPDG, but separate content. Analyze regional training locations – regional for SPDG Cohort but does not meet needs of SSIP Cohort. Must do survey at end of training, mail out survey not effective. SSIP Lead attendance and participation critical to maintain momentum (missed 2 regions due to FACE conference).

Key qualitative and quantitative data provide evidence on progress and inform next steps: Cohort input and discussion (compiled into qualitative data trends) recommended which SSIP specific content to based future trainings on. Survey results on satisfaction and knowledge gains quantitatively indicated the November Regional Coaching was successful, which was indication of progress toward outcomes, as aligned to the SiMR. SSIP state lead used satisfaction and knowledge results (quantitative data) as well as comments from participants (qualitative data) to inform content for upcoming January Zoom meeting as well as February Regional Coaching activity.

SSIP FEB REGIONAL COACHING

- 19 Cohort members registered - **DID NOT MEET TARGET** (35 registrants; 5/district)
- 17 Cohort members attended - **DID NOT MEET TARGET** (35 registrants; 5/district)
- 71% of Cohort Districts had staff attend - **DID NOT MEET TARGET** (100%)
- 100% of participants were satisfied - **MET TARGET** (80% satisfaction)
- 100% increased knowledge - **MET TARGET** (90%)
- 40% attendees completed survey - **DID NOT MEET TARGET** (80%)
- 100% agreed trainer HQ in 100% (6/6) of HQ PD components - **MET TARGET** (80% of attendees in 80% components).

Phase II Connection: Alignment with SPDG. Identified SSIP specific locations and hired separate trainer for SSIP content and leadership. Due to late adjustment in planning for independent content and location, attendance targets were not met. SSIP Cohort split staff between reading content provided by SPDG trainer and system content (identified by the Cohort) provided by SSIP training.

Changes to Implementation: More advance planning and communication needed. Late adjustments to plan will negatively impact outcomes due to limited flexibility at district and school level. Due to lower attendance, content not sufficiently covered and needs to be included in planning for 2017-18

Key qualitative and quantitative data provide evidence on progress and inform next steps The February Regional Coaching sessions were an opportunity to closely examine the quantitative data on the process and see what went wrong, and how to improve.

Every training and regional coaching session The February coaching sessions did not four major activity targets; it did not meet registration, attendance, district representation, or survey completion goals and targets. Since the survey response was so low with minimal qualitative data embedded in comments, the SSIP lead reached out to districts afterwards for more

	<p>descriptions and explanations of what went wrong to examining how to improve. While some of the data clearly pointed to barriers out of the team's control (weather), other data proved helpful to inform next steps in improving. Two districts explained that the scheduling and timing did not work for them, and one that the content was not of high interest to their team. The SSIP team used this data in clarifying and communicating to district teams about the May institute (a sort of marketing campaign). The team worked to ensure districts were available to attend and that ALL district teams were interested in the content. In addition, the team researched different ways to embed survey completion time into the training time in effort to increase survey response rates.</p> <p>The survey results from the February regional coaching sessions, while low in response rate, were very high in indicating respondents' satisfaction and knowledge gains, (100% were satisfied and 100% increase knowledge in all major session objectives). The team used this data as evidence that <i>when they make the changes to get all district there</i>, the regional coaching session design <u>does</u> progress the intended improvements, as aligned to the SIMR.</p>
Technical Support and Coordination	<p>TECHICAL ASSISTANCE TO COHORT:</p> <ul style="list-style-type: none"> • 100% (7/7) of districts received TA at least 2 times - MET TARGET (75%) • 86% (6/7) of districts initiated TA at least once - MET TARGET (80%) • 100% of districts agreed or strongly agreed that they had access to support, that virtual meetings were effective and that the monthly TA was adequate – MET TARGET (80%) • Quarterly, major themes of TA were tracked and compiled – MET TARGET (quarterly) <p><u>Phase II Connection:</u> Technical assistance was available from the RDA Coordinator and could be initiated by the District Lead, a team member or the RDA Coordinator. A data collection process was set up to track occurrences and topics in order to better develop expectations and resources for next steps.</p> <p><u>Changes to Implementation:</u> District Leads accessed support specifically for clarification of expectations, planning for events, and implementation coaching.</p> <p><u>Key qualitative and quantitative data provide evidence on progress and inform next steps</u> Technical assistant to the cohort was tracked electronically so that a real-time report with charts and graphs of TA efforts could be monitored by the SSIP lead weekly. This report captured TA quantitatively (frequencies, durations, count of participants, count of districts requesting and receiving) and also included a probe for the SSIP lead to comment and capture the TA qualitatively. Major themes identified in TA to separate districts was used to determine next steps, to decide content for Cohort Lead meetings in which support was offered to all districts together.</p> <p>In addition, the TA data collection process drove the development of the <i>TA Plan and Users Guide</i>. As the project moves forward, Technical Assistance will be a critical component of support for the District leadership as they consider district resource alignment and plan for implementation of the training provided by the SPDG, the SSIP lead is working to ensure a sustainable resource is in place to support the TA process.</p> <p>EXTERNAL TECHNICAL SUPPORT RECEIVED:</p> <ul style="list-style-type: none"> • 10 occurrences of requesting/receiving external support - MET TARGET (5) • 100% occurrences met satisfaction goal (100%) - MET TARGET (100%).

Phase II Connection: in Phase II, the State Team identified the type of support needed to move Idaho's SSIP forward in implementation. This data was collected to track the external support needed by the State Team, and whether that support was effective.

Changes to Implementation: Idaho has participated in the Cross-State Learning Collaborative since its inception. The state-to-state support have been critical for Idaho to gauge its progress and network with others doing similar work. The most beneficial TA, however, has been the one-to-one, state specific support provided by NCSI.

Key qualitative and quantitative data provide evidence on progress and inform next steps The insight and support from external TA including that from Cross-State Learning Collaborates, the NCSI TA Provider, and resources from the NING site have been incredibly valuable. In acknowledging the importance and value of assessing external TA, the state team set a target/goal to access TA at least five times annually, a goal with they far surpassed. While difficult to quantify, the positive results of using this external TA is easily identified by the SSIP lead and State team. The state team has identified next steps need to continue participation in CSLC, to continue working regularly with the NCSI TA Provider, to continue to access resources from the NING site, and to continue to connect with established cross-state contacts SSIP.

Planned Modifications to the SiMR

The Every Student Succeeds Act was signed by President Obama on December 10, 2015, giving states an opportunity to redesign statewide accountability systems. The State Team anticipated aligning the growth measure for the SiMR to the one identified in Idaho's new Consolidated Plan. The State Department of Education has drafted Idaho's Consolidated Plan, which includes two paths for determining district needs, one of which includes a growth measure. The growth measure outlined in the draft reads:

"Growth is the difference between the percent proficient or above in either the prior year (for schools with only two years of data) or two years in the past (for schools with three years of data or more). Stakeholder feedback indicated a desire to calculate growth using the percent proficient or above from two years in the past (Idaho's consolidated plan, 2017)

Given that the identified growth measure relies solely on proficiency data, which was rejected in Phase II by SSIP stakeholders, the State Team met with the SDE Assessment Department to determine alternate methods for representing growth. The Department provided an option that took two years of student Idaho Standard Achievement Test (ISAT) data and, based on the students' growth from one year to the next, used a line of trajectory to determine if a student was on track to reach proficiency by 8th grade.

The State Team took this information to the Director's Advisory Council and the Cohort District Teams, both stakeholder groups who were charged with determining the way the SSIP would measure the success of students with disabilities. Both groups concluded:

1. Idaho's Consolidated Plan – continues to rely solely on proficiency as a growth measure. Even as student with disabilities are reported as a subgroup, the success of a student is only recognized as meeting proficiency. This continues to leave the students who are making tremendous growth, but still not yet proficient, in the "unsuccessful" category.
2. On track to 8th-grade proficiency – those who work with students with disabilities understand that a student might make significant growth throughout their education and never quite hit proficiency on a state assessment. The same people recognize that the goal of all students with disabilities is to eventually academically realign with their same-age peers. While this model continues to rely on eventual proficiency, stakeholders recognized that the model does incorporate multiple years of an individual's scores to determine if they are on an acceptable growth trajectory. This model is preferred to a snapshot in time and allows educators to identify those students who are not showing growth, or who may show growth, but the growth is not significant enough to eventually realign them with their peers.

The data related to baselines measure and growth targets for the SiMR is included in section 6 under the State-identified Measurable Results heading.

Stakeholder Involvement in Evaluation

The State Team has involved multiple stakeholder groups in the evaluation process for the SSIP. Some of the work of the stakeholder groups is embedded in the narrative of the previous activities. Below are examples of how stakeholders have been engaged in the evaluation activities, and the results of these activities are contributing to systematizing of the Authentic Engagement Process.

1. Stakeholders are included in the evaluation plan and process

- a. SEAP: Discussion during the Spring 2016 and Fall 2016 SEAP meetings contributed to the development of the Resource Alignment Process. SEAP identified several community resources that may support the Family and Community Engagement Strand, and suggested steps to reach the short-term outcomes for alignment.
- b. SESTA contributed to the development of the Resource Alignment Process by suggesting research needed for identified networks, how program leadership must be involved in the alignment process, and the timeline for aligning the SSIP with SESTA.
- c. SESTA reviewed Team Functioning Survey and contributed to content, process for scoring, action planning
- d. SDE Special Education Department contributed to the planning of the evaluation data collection for the Be a Reading Hero Conference. They also mentored the State Team in the marketing, registration, and expected targets for a statewide conference.
- e. District Teams provided guidance on alignment process with SPDG, specifically related to shared vs. parallel activities, training location options, and on-site activities. This input and feedback have contributed directly to the planning and development of the proposed Idaho SPDG 2017-22.

2. Stakeholders have contributed to the ongoing evaluation of the SSIP

- a. DAC: Reviewed conference data and gave input as to registration numbers at each location, reasons for registration vs. attendance discrepancies.
- b. SESTA reviewed conference data results with State Team and gave guidance on possible reasons for missed targets and offered solutions. Collaboration continued as both projects do state-wide training and collaborated on participation rates, survey response rates and participate satisfaction - agreed that proper marketing increase participation, participants input on training topics positively impacted survey results
- c. SEAP and DAC: Outcome of regional trainings discussed with SEAP and DAC, provided feedback on low registration and attendance (teachers limited on subs, travel difficult with team, competing training SSIP vs. SPDG not effective)
- d. Input from District Teams and SESTA on training locations, schedule for training, time of training, strategies to increase survey response rates (survey must be done on site, with time allotted)
- e. DAC engaged in discussions of how to use data to demonstrated success of students with disabilities. Reviewed options at state and district level. Discuss resulted in the identification of "growth toward 8th-grade proficiency" as being the target for the SiMR.

3. Stakeholders have been involved in decision-making regarding the evaluation of the SSIP and modifications of the implementation activities, timelines and intended outcomes

- a. DAC encouraged alignment with ELA Comprehensive Literacy Plan as this will allow district leadership to see that SSIP is not "another initiative", but rather supports statewide ELA plan
- b. District Team Leads identified the time, day, and structure of meetings that meet their needs in order to increase participation and engagement.
- c. District Team Leads have also driven the development of TA based on survey results, feedback during meetings, identified needs.
- d. District Team Lead meeting data shared with SEAP and feedback given on barriers experienced during virtual meetings. State Team worked to address those barriers to increase participant engagement.
- e. Director's Advisory Council, SDE Special Education Department and SESTA, reviewed qualitative results for Be a Reading Hero Work Session. All groups emphasized alignment of district and

statewide PD to increase use of limited resources. Needs at the teacher, administrators and district leadership levels can be aligned and supported by multiple departments and networks

- f. SEAP reviewed the qualitative data from Be a Reading Hero Work Session related to inclusive practices. Discussion on inclusive practice checklists to meet the needs in the district for culture shift.
- g. District Team Leads have been encouraged to access TA as needed. Data about TA patterns this year have informed the plan for 2017-18.

Section 5

Data Quality Issues

Data Limitations

The State Team has concerns or has identified limitations related to the quality or quantity of the data used to report progress or results. The concerns are identified below.

1. Longitudinal Data System

The State Department of Education has created the Idaho System for Educational Excellence (ISEE). This is longitudinal data system, which supports budgeting, data submissions, and “delivers information to educational stakeholders to create data driven decisions” (Idaho System for Educational Excellence, 2017). Through this system, the Special Education Department is able to receive data related to the performance and participation of students with disabilities on the state summative assessment and reports that data in Indicator 3 of the Annual Performance Report (APR). This distal data is helpful to the SSIP in that the SiMR is based on growth on the state summative assessment. This is considered a data limitation due to the fact that only state-data level data is collected and accessible through this system. In addition, the separate departments within the State Department Education access and use data from this system, but often data is not circulated and used for multiple purposes.

2. Idaho Reading Indicator

Each year in the fall and spring, schools are required to administer the Idaho Reading Indicator to student in grades K-3. This assessment is legislated in Idaho Code 33-1614 and supported with designated funding. Upon the completion of assessment, each school must upload student scores, which are then made available to the public through the State Department of Education website. This data is considered a limitation for two reasons: ease of data access and assessment results. The IRI is searchable publically down to the individual school level, but if a school or district wants to use this data for comparative purposes, the district must search and capture each each schools (or districts) data individually. Also, the assessment itself targets only reading fluency, without assessing the other components of reading. So the available data is limited in its use as an indicator of reading progress.

3. District-level data access

Idaho, like many states, is a proponent of maximizing local control at the Local Education Agencies (LEA) level. Senate Bill 1185 was passed during the 2015 Idaho Legislative session, provides SDE funding to district for the implementation and operation of an Instructional Management System (IMS). The system must include “individual student learning plans, monitoring of interventions, and analysis of student and classroom levels of learning” (Idaho State Department, 2015). Each district, therefore has unique procedures in place to collect data related to universal screeners, diagnostic assessment, progress monitoring, interventions, and all other student-related data. It is a limitation, however, because the state team, does not have access to this data.

The implications of the above described data collection is that the State Team has access to the results of the state summative assessment and the IRI bi-yearly assessment, but the team does not have access to district level data for use in analysis, planning, or evaluation. The district data can be shared at the discretion of the district leadership, but it is unlikely that the data could be used in large group settings or in comparison with data from other district in the cohort.

Plans for improving data quality

The State Team will continue to address data quality in the following ways:

1. Longitudinal Data System

The State Team will continue to coordinate with the SDE Special Education Data Manager to access the most recent available data from ISEE. The Data Manager is working directly with the Information Technology Department to improve alignment between templates so that data entered on two different templates will cross-check for errors. This process will improve the data reliability and require district data managers to correct information before it is analyzed as used at the state level.

2. Idaho Reading Indicator

The SDE ELA/Literacy Coordinator is a member of the Literacy Advisory Panel and will continue to update the members on the progress of identifying and developing the new IRI. Based on the work conducted by A Task Force Literacy Implementation Subcommittee with recommendations from Task Force Early Literacy Assessment Working Group, the Idaho State Department of Education issued a Request for Proposals (RFP) for a revised IRI. The RFP process followed an established timeline, and on December 19, 2016 an Intent to Award Letter was issued to Istation (Idaho State Department, 2017).

This is a significant development for Idaho, as a more comprehensive assessment could greatly improve the ability to use data to track improvement efforts at the school, district and state level. The assessment developed by Istation “provides feedback to both learners and teachers regarding student’s current abilities, gaps in learning and intervention tools to increase student achievement. Assessments can be given three times a year) as a universal screener as well as monthly for progress monitoring. On-demand assessments are also available and may be scheduled up to a weekly basis if desired. Once student’s needs are identified, our online program, teacher resources and at-home lessons provide for instruction that aligns with Idaho’s Learning [Content] Standards. Academic growth, achievements and progress gained using Istation is accessible through multiple progress reports available for teachers, reading instructors, and/or state or district administrators” (Idaho State Department, 2017)

3. District Level Data Access

The District Teams are continuously engaged in data discussion and in the Fall Institute prioritized the most pressing data needs in their districts. The TA plan for next year includes an emphasis on district-level data collection, usage and dissemination. District will be encouraged to share data district wide to support program planning and improvement, and the State Team will use the TA access to identify common data practices that can be shared across districts.

4. SPDG Alignment

Aligning with the proposed SPDG will provide a layer of professional development data that has not yet been collected for the SSIP specific activities. The SPDG evaluator is a member of the SSIP State Team and has guided the development of the SSIP Evaluation Plan. This overlap allows the SSIP to focus on the data collection elements needed for state systemic improvement and support to district leadership, while the SPDG Team focuses on high-quality professional development, implementation of instructional strategies, and evaluation of processes and outcomes.

Section 6

Progress Toward Achieving Intended Improvements

Infrastructure Improvement, Phase II

In Phase II, infrastructure improvement activities were put on an expected timeline. Table 6.1 reflects the data and activities identified in Phase II, and “Progress to Date” reflects the work done during the 2016-17 implementation year.

Phase II		Phase III
Date	Activity	Progress to date
August 2015	Develop SSIP Leadership Team	Establish and functioned 2015-2016. Evolved into SSIP/SPDG decision makers
August 2015	Began collaboration with ISDE ELA/Literacy Core Coaches	Began attendance in Core Coaching Network August 2016, developing alignment reflecting in Phase II Logic Model
September 2015	Develop SSIP Core Team	Developed and functioning reflected in Phase III Logic Model
October 2015	Attend Cross-State Learning Collaborative for Early Literacy	Completed with team
November 2015	Develop SSIP Implementation Team (Simpl)	Developed and functioning reflected in Phase III Logic Model
January 2016	Begin alignment with State Personnel Development Grant (SPDG)	Actively aligning and progress reflected in Phase III Logic Model
February 2016	Joined Cross State-Learning Collaborative for Results-Based Accountability	Completed, attended CSLC in Chicago, IL
March 2016	Provide 2 professional development days for Cohort	Completed and reflected in SSIP Phase II
March 2016	Final Cohort and support development of District Results Driven Implementation Team	Completed, each district established a DRDI Team for 2016-17 and participated in activities reflected in Phase III Logic Model
June 2016	Provide professional development event statewide – Be a Reading Hero Conference	Completed and data included in Section 6
September 2016	Begin Results Driven Institute for Cohort and SPDG	Implemented and data reflected in Section 6
October 2016	Provide regional collaboration for Cohort and SPDG	Implemented and data reflected in Section 6
January 2017	Provide on-site professional development for Cohort and SPDG	Maintained regional training plan, limited resources prevented on-site training.
May 2017	Provide evaluation collaboration for Cohort and SPDG	Scheduled.

Infrastructure Improvement, Phase III

Phase III Infrastructure changes to support progress toward the SiMR are focused on aligning state-level resources and networks. State-level system change is the most important factor leading to sustainability and scaling up as it maximizes limited statewide resources, builds capacity across departments, identifies common goals and processes, and streamlines messages to district and teachers related to statewide projects and priorities.

To support state-level system change and alignment of programs, the State Team identified the following steps for a Resource Alignment Process:

1. **Identify:** Identify network and resources that could support the inclusiveness of students with disabilities and ultimately lead to the SiMR of improve literacy outcomes.
2. **Research:** Research network curriculum, professional development, technical assistance, available resources, leadership structure, communication plan, and any related factors that could support alignment and leveraging.

3. **Leverage:** Identify any currently available resources that immediately support the work of the SSIP, would allow progress toward the SiMR, and support the message of Results Driven Accountability. Provide links and access and guidance related to these resources to the Cohort Districts with an explanation of how the resources links with the expected outcomes of the SSIP.
4. **Crosswalk:** Identify gaps in the network resources related to inclusiveness of students with disabilities. Determine currently existing resources within the SSIP project or other supporting networks that would immediately address the gaps identified. Create a resource list of immediately available support to address the gaps.
5. **Alignment:** Outline possible solutions to address gaps that cannot be filled with already-available resources. Options on the list might include
 - a. Virtual learning module
 - b. Guidance document
 - c. PD for identified state-level staff
 - d. Network coordinators working together to create usable resource
 - e. Identification of an expert in the field to guide learning
6. **Leadership:** Present crosswalk to network's leadership to discuss possible project development, staff responsibilities, and timelines.
7. **Implementation Plan:** All parties agree on a resource development, implementation, and evaluation process to assess the effectiveness of implementation. Adjustments should be expected and planned for incrementally.

Using these steps as a process guide, the State Team completed Step 1 of the Resource Alignment Process and **identified** the following projects/networks for possible alignment (this list will be expanded and evaluated as needed)

1. Idaho Comprehensive Literacy Plan
2. State Department of Education's (SDE) ELA Coaching Network
3. Special Education Support and Technical Assistance (SESTA)
4. SDE Principal's Network
5. SDE Special Education General Supervision Process
6. Boise State Literacy Center
7. Idaho Commission on Libraries
8. Idaho Consolidated Plan

In considering which projects/networks/plans have the most overlap with the goals and projected outcomes of the SSIP, the State Team did a preliminary crosswalk between the SSIP Phase II and the Idaho Comprehensive Literacy Plan (Appendix F). This process illuminated the structural foundation of literacy in Idaho and allowed the State Team to better understand leverage points and areas of deficit.

As results of the crosswalk, the alignment focus that would be the most direct link to improving literacy outcomes for students with disabilities was identified as

1. State Department of Education ELA/Literacy Coaching Network
2. Special Education Support and Technical Assistance project.

These two networks provide professional development and support to all general education and special education teachers throughout the state.

Following identification, the State Team, with stakeholder input, completed the remaining steps of the Resource Alignment Process or planned the timeline for completion, beginning with the ELA Coaching Network.

ELA Coaching Network

Step	Activity	Results	Progress/ Timeline
Step 2: Research	Quarterly meeting with SDE ELA Coordinator	a. Network provides professional development and coaching for the implementation of the Idaho Content Standards b. Statewide participants are primarily ELA and elementary teachers	Ongoing meetings

	Experience	c. With approval of SDE Directors, SSIP State Lead is participating in the year-long Coaching Network	Program completed May 2017
Step 3: Leverage	Collaboration with coaches	a. Developed understanding of each projects work b. Initiated discussion about needs of students with disabilities	Ongoing
	Promote to Cohort	Shared registration info, purpose of network, encourage enrollment	Ongoing
	Share	Shared Coaching Network structure, hiring process, assignment management system, communication plan with SDE Special Education Department staff, SESTA project for possible duplication	Ongoing
	Link	Added registration info and links on RDA webpage	March 2017
Step 4: Crosswalk		a. Outline curriculum and process b. identify opportunities to support curriculum to increase inclusiveness of students with disabilities	April 2017
Step 5: Alignment		a. Outline possible solution to address resource gaps b. Create resource development plan and timeline	April 2017
Step 6: Leadership	Meeting with SDE ELA/Literacy leadership	Present possible solutions and Resource Alignment Plan. Determine next steps.	May 2017
Step 7: Implementation Plan	Meetings, data collection, communication	All parties have completed resource development and alignment is implemented as planned. Ongoing evaluation and adjustments should be expected and planned.	January 2017

Special Education and Technical Assistance (SESTA)

The second project to be walked through the Resource Alignment Process will be SESTA. SESTA has been fulfilling the scope of work in the sub-award from the State Department of Education and has developed face-to-face training and video modules to support professional development across the state. The alignment with SESTA will focus on sharing resources, aligning evaluation plans and tools, and cross-marketing the resources. The Resource Alignment Process for SESTA will be completed by August 2017, with a Resource Alignment Plan ready to be presented to project leadership in September 2017.

The State Team is confident that if the SSIP can align with these two networks, it will create a cross-web of literacy and instructional support that will benefit all education professionals. This support will put tools and strategies in the hands of those who can significantly improve the outcomes of students with disabilities.

Evidence-Based Practices

As explained in a previous section, the SSIP originally identified evidence-based practice in the five foundational skills of reading, inclusive practices, and data-based decision making. As the SSIP has evolved and stakeholders have given input, the focus has shifted to instructional practices, specifically explicit instruction. The projected alignment with the proposed SPDG will also allow a focus on the evidence-based practice of coaching. Currently, the State Team is building capacity in these two areas, and the evidence-based practices of explicit instruction and coaching will be implemented starting in Fall of 2017. The proposed SPDG will be the vehicle to develop training, implement the training plan, provide coaching to the training participants, and evaluate the effectiveness of the process and outcomes. The SSIP will report on the progress in the 2018 submission, including all data collected by the SPDG team.

In the event that Idaho is not awarded the SPDG, the infrastructure activities the State Team and stakeholders have been participating in will be critical to the success of the SSIP. Cross-divisional relationship with SDE Assessment Department, ELA/Literacy, and Federal Programs will all be necessary to maximize coordination of limited resources. Section 7 includes additional activities and focus areas that will be included in the work of the State Team and stakeholders in the event that Idaho is not awarded the SPDG.

Progress Toward Achieving Intended Improvements

As explained, the Phase II Logic Model has been updated, as have the activities to support short, intermediate and long-term outcomes that can be sustained. Data collected during 2016-2017 was aligned to process measures tied to activities in Phase II as reported above. In updating, some additional process measures tied to short-term objectives are now included in the current plan. Below is the data for each activity regarding progress toward **Phase III** short-term objectives that are necessary steps toward achieving the SiMR.

State-Level Activity	Short term Outcome	Evaluation Questions	Measurement	Schedule
Establish a high-functioning State Team to develop, implement, and evaluate the SSIP	State Team is functioning well in developing, implementing and evaluating the SSIP.	1. How well is the State Team functioning? 2. Is the State Team using a continuous improvement cycle to increase functioning?	1. Priority items identified and action plan developed 2. Subsequent surveys compare for growth	Survey completed September and May Action Plan developed and reviewed quarterly

Measurement 1 – Target Met

Frequency, consistency and completion rate by all group members: All current State Team members completed September 2016 Team Functioning Survey (located in Appendix G); results were collected, calculated, averaged and discussed as a team.

Team action planning on team-selected focus survey items occurred subsequent to collecting results: The team met to review and reflect on averaged survey results. Four survey items (prioritized by their scores and importance) received action-planning tasks for improving team functioning

Measurement 2 – In progress

The average growth in team-selected focus survey items increased on average by 1.5 points or more: September 2016 survey results became the baseline upon which growth in May 2017 results will be calculated.

State-Level Activity	Short term Outcome	Evaluation Questions	Measurement	Schedule
Create Resource Alignment Process to identify and align state-level resources and networks to support inclusiveness of students with disabilities	Resource Alignment Process is developed, resources are identified, a Resource Alignment Plan is being developed.	1. To what extent is the Resource Alignment Process developed? 2. To what extent are resources identified? 3. To what extent are Resource Alignment Plans developed for two resources?	1. The Resource Alignment Process is developed and included in Phase III. 2. Resources are identified from at least five unique programs. 3. A Resource Alignment Plan is developed and ready to present to Leadership.	Resource Alignment Plan developed and presented to leadership in May and January each year.

Measurement 1: Target Met

- Identification
- Research
- Leverage
- Crosswalk
- Alignment
- Leadership
- Implementation Plan

Measurement 2: Target Met

- BSU Literacy Center,
- Idaho Commission on Libraries
- Idaho SESTA
- Idaho SDE ELA Coaching Network
- Part C Early Childhood team

Measurement 3: Target in Progress

- ELA/Literacy Coaching Network
- SESTA

State-Level Activity	Short term Outcome	Evaluation Questions	Measurement	Schedule
Develop Authentic Engagement Process to identify, utilize and communicate with stakeholders	Authentic Engagement Process is outlined and the Coalescing Stage completed.	1. To what extent is the Authentic Engagement Process outlined? 2. To what extent is the Coalescing Stage complete?	1. All 3 stages of Authentic Engagement Guide outlined. 2. Coalescing Stage Activities complete and documented.	Quarterly review and adjustment of Authentic Engagement Process. Stage 2 completed by September 2017, Stage 3 January 2018.

Measurement 1: Target Met

All three sections are outlined

Measurement 2: Target Met

included in Section 3 of this report.

Additional Engagement Data:

In Phase II, the SSIP Communication plan was created and implemented including: RDA newsletter, RDA website, Cohort lead monthly video meetings, and SEAP and DAC schedules and outlines. Updating to the Phase III plan, these same communication methods are now reflected in the Authentic Engagement Guide. A sample of the data is below:

- a. RDA Newsletters: The RDA newsletters have been consistently created and disseminated via email every month, starting October 2016, to an average of 25 people and opened by 75% of recipients on average every month
This target has been met (disseminated 100% of months to average of at least 25 people with an average of 76% opening monthly).
- b. RDA Website: The RDA website has content and link updates completed quarterly
This target has been met (content October, February).
- c. Cohort lead monthly video meetings: Cohort lead video meetings have occurred every month (excluding those where lead met with RDA Coordinator Face-to-face).
 - 80% (4/5) of meetings met attendance goal - **MET TARGET** (80% meetings have 85% attendance)
 - 80% (4/5) of meetings met survey response goal - **MET TARGET** (80% meetings have 80% response)
 - 80% (4/5) of meetings met satisfaction goal - **MET TARGET** (80% meetings have 100% satisfied)
 - 100% (5/5) of meetings met survey dissemination goal - **MET TARGET** (100% meetings' survey within 1 week)

State-Level Activity	Short term Outcome	Evaluation Questions	Measurement	Schedule
Align the outcomes of the SSIP with the resources and processes of the SPDG	A team is focused on aligning the SSIP and the SPDG, evaluation tools, and data are shared/ aligned.	1. To what extent is a team working on alignment? 2. To what extent are the SPDG and SSIP aligned and sharing resources?	1. Team meeting 2. Logic Models show alignment 3. Evaluation plans share tools and data resources	1. Monthly meetings 2. Logic Model aligned prior to April 2017 SPDG submission 3. Evaluation Plan reviewed quarterly

Measurement 1: Target Met

Team meeting agendas and minutes collected

Measurement 2: Target Met

SiMR Logic Model developed in alignment with proposed SPDG 2017-22 logic model

Measurement 3: Target Met

SSIP and proposed SPDG evaluation plans and data, including the SSIP collecting and reporting data for state-level activities (State Team Functioning Survey, Resource Alignment Process, Authentic Engagement Guide,

TA to cohort leadership), while proposed SPDG collects and reports data on professional development related to explicit instruction and instructional coaching.

State-Level Activity	Short term Outcome	Evaluation Questions	Measurement	Schedule
Identify TA needs in Cohort districts for system alignment and support and develop multi-year plan.	TA needs are identified to support continuous improvement, and a year-long TA plan is developed	<ol style="list-style-type: none"> 1. To what extent are the TA needs identified? 2. To what extent is the one-year plan developed? 3. To what extent is the TA meeting the needs of the Cohort? 	<ol style="list-style-type: none"> 1. TA needs are listed 2. TA plan is developed and shared with Cohort 3. TA survey is developed and administered 	<ol style="list-style-type: none"> 1. TA needs updated quarterly 2. TA Survey administered in January and May

Measurement 1: Target Met

TA needs are listed, including

- a. Leadership
- b. Align district resources
- c. Data usage
- d. Monitoring system alignment with RDA

Measurement 2: Target Met

TA plan is developed

- a. Monthly virtual collaboration
- b. Quarterly one-on-one TA on district specific topic

Measurement 3: Target Met

TA survey is developed and administered

- 100% of districts agreed or strongly agreed that they had access to TA support, that virtual meetings were effective and that the monthly TA was adequate – **MET TARGET** (80%)

State-Level Activity	Short term Outcome	Evaluation Questions	Measurement	Schedule
Identify PD needs for continuous improvement in Cohort districts and develop multi-year plan.	PD needs are identified and a first-year training and coaching plan is developed.	<ol style="list-style-type: none"> 1. To what extent are the PD needs identified? 2. To what extent is the first-year plan developed? 	<ol style="list-style-type: none"> 1. PD needs are identified, and 2. A first-year plan is developed and shared with Cohort 	<ol style="list-style-type: none"> 1. PD needs identified and reported in Phase III 2. First-year plan developed and shared May 2017

Measurement 1: Target met

PD needs are identified

- a. Explicit Instruction
- b. Instructional Coaching

Measurement 2: Target met

First-year plan is developed following the guidelines of the SPDG 2012-17 application. Alignment with SESTA will allow alternate PD plan if needed.

State-Level Activity	Short term Outcome	Evaluation Questions	Measurement	Schedule
Develop Evaluation Plan and Evaluation Plan User Guide to support state activities.	The Evaluation Plan is developed, the Evaluation Plan User Guide is outlined.	<ol style="list-style-type: none"> 1. To what extent is the Evaluation Plan developed? 2. To what extent is the Evaluation Plan User Guide developed? 	<ol style="list-style-type: none"> 1. Evaluation Plan is developed and included in Phase III 2. Evaluation Plan User Guide is outlined and included in Phase III. 	<ol style="list-style-type: none"> 1. Evaluation Plan implemented January 2017 2. Evaluation Plan User Guide completed January 2018

Measurement 1: Target met

Evaluation Plan has been developed and is represented in each activity of this section.

Measurement 2: Target met

Evaluation Plan User Guide is outlined for sustaining the SSIP evaluation plan.

State-Identified Measurable Result

Idaho's State-Identified Measurable Results (SiMR) is to increase the percent of students with disabilities in Cohort districts that demonstrate growth in literacy from 3rd to 4th grade on the state summative assessment, currently ISAT by Smarter Balanced. Since the current format of the Smarter Balanced assessment was initiated in 2015, Phase II data could not address a growth measure. Phase II included Table 6.1, which represents the 2015 ISAT scores in ELA/Literacy of 3rd and 4th-grade students statewide compared to the students in the cohort districts.

Table 6.1 2015 ELA/Literacy ISAT Scores

Grade		SWD (Students with Disabilities)		SWOD (Students without Disabilities)	
		State	Cohort	State	Cohort
3	Students	10.33%	10.73%	89.67%	89.27%
	Free and reduced lunch	69.11%	73.44%	53.84%	59.28%
	English Learners	8.99%	9.33%	9.75%	9.04%
	Proficient on 2015 ISAT by Smarter Balanced	15.02%	14.19%	51.47%	49.37%
4	Students	10.08%	10.24%	89.92%	89.66%
	Free and reduced lunch	52.93%	57.32%	68.33%	75.44%
	English Learners	10.65%	11.53%	10.29%	9.00%
	Proficient on 2015 ISAT by Smarter Balanced	11.03%	7.62%	50.29%	50.53%

Each stakeholder group involved with the SSIP Phase II firmly stated that growth was the most accurate way to represent increased outcomes for a student with disabilities. The work with stakeholders lead to the change of the SiMR from Phase I's model of proficiency to Phase II's growth model. Based on the information presented in Section 4 of the process followed to identify the most aligned growth measure, the SSIP will use the data of students being on track for 8th-grade proficiency in ELA/Literacy moving forward. Included in Table 6.2 are Idaho's 2016-17 5th graders who had an ELA/Literacy ISAT score for the 2015 and 2016 school year.

Table 6.2 ELA/Literacy ISAT 2016

	Students without Disabilities		Students with Disabilities		All Students	
	On track for 8th grade proficiency	Not on track for 8th grade proficiency	On track for 8th grade proficiency	Not on track for 8th grade proficiency	On track for 8th grade proficiency	Not on track for 8th grade proficiency
Idaho	67%	33%	46%	53%	65%	35%
District A	72%	28%	49%	51%	70%	30%
District B	72%	28%	56%	44%	70%	30%
District C	52%	48%	37%	63%	51%	49%
District D	73%	27%	44%	56%	68%	32%
District E	70%	30%	42%	58%	67%	33%
District F	57%	43%	38%	63%	56%	44%
District G	63%	37%	44%	56%	61%	39%
Cohort	67%	33%	47%	53%	65%	35%

When identifying targets, the State Team referred to the Idaho Consolidated Plan, which states "Idaho's long-term goals seek to reduce the percentage of all non-proficient students by half over six years. The long-term goals are set for the State, districts, and schools and are based on achievement from the previous school year." For the SiMR, Idaho will use the same formula and has set targets for the two schools in each district shown in Table 6.3

Table 6.3 Targets for SWD On Track for 8th Grade Proficiency

	Students with Disabilities – On track for 8 th grade proficiency								
(growth needed per year)	Spring 2016 baseline	Spring 2017 target	Spring 2017 actual	Spring 2018 target	Spring 2018 actual	Spring 2019 target	Spring 2019 actual	Spring 2020 target	Spring 2020 actual
Idaho (4.5)	46%	50.5%		55%		59.5%		64%	
School A-1 (5.8)	30%	35.8%		41.6%		47.4%		53.2%	
School A-2 (2.4)	71%	73.4%		75.8%		78.2%		80.6%	
School B-1 (4.1)	50%	54.1%		58.2%		62.3%		66.4%	
School B-2 (5.5)	33%	38.5%		44%		49.5%		55%	
School C-1 (5.5)	33%	38.5%		44%		49.5%		55%	
School C-2 (4.7)	43%	47.7%		52.4%		57.1%		61.8%	
School D-1 (4.8)	42%	46.8%		51.6%		56.4%		61.2%	
School D-2 (6.5)	22%	28.5%		35%		41.5%		48%	
School E-1 (4.1)	50%	54.1%		58.2%		62.3%		66.4%	
School E-2 (6.6)	20%	26.6%		33.2%		39.8%		46.4%	
School F-1 (5.1)	38%	43.1%		48.2%		53.3%		58.4%	
School F-2 (5.1)	38%	43.1%		48.2%		53.3%		58.4%	
School G-1 (4.1)	50%	54.1%		58.2%		62.3%		66.4%	
School G-2 (5.3)	36%	41.3%		46.6%		51.9%		57.2%	
Cohort (4.4)	47%	51.4%		55.8%		60.2%		64.6%	

Growth needed per year was calculated by subtracting the baseline from 100 (to get the percent not proficient). That value is divided by 2 because the goal is to reduce by half the number of students not proficient. The new total is divided by 6 to see the percent increase needed to reduce the students not non-proficient by half within 6 years. The growth needed per year is then added to each previous year to get the new target. Because this chart only represents 4 years, the total at the end of year 5 and year is not represented.

Section 7 Plans for Next Year

The most significant component of the SSIP will happen in April 2017 when Idaho submits an application for the State Personnel Development Grant (SPDG). The SSIP and SPDG teams have been working in cooperation since August 2016 to meet the goals and objectives of the two projects, and the 2017 SPDG application will be written to support the RDA work outlined in the SSIP. The teams recognize that in order to improve outcomes in special education all the way to the student level, resources will need to be aligned and designated specifically for this effort. The outline of the projected activities is included in the SDPG Project Management Plan, in Appendix G.

While waiting to be notified of the outcome of the SPDG application, the State Team and stakeholders will continue to focus on the following:

1. Providing TA to District Teams as they complete planning for 2016-17 and anticipate work to be done 2017-18.
2. Introduce the District Teams to explicit instruction and instructional coaching during the Spring Institute on May 12, 2017.
3. Build capacity of the State Team in explicit instruction and instructional coaching
4. Develop Resource Alignment Plan for ELA Coaching Network and SESTA to leverage and align the most critical supports for literacy and special education available to teachers in Idaho.
5. Align supports for explicit instruction and instructional coaching with SESTA in order to have resource available and readily accessible to the Cohort.
6. Collaborate with stakeholders to develop, identify, access all available resource to support instructional practices and teacher skill development.

Each of these activities will be critical to the District Teams should Idaho not benefit from the award of the SPDG. The District Teams will be in the installation stage at the start of 2017 and will need professional development and technical assistance to support ongoing improvement for students with disabilities.

Additional Activities for Next Year, with Timeline

As the State Teams achieves the short-term outcomes identified in the Logic Model, the same state-level activities will continue to be developed guided by a set of intermediate outcomes. Steps to take to reach the intermediate outcomes and an expected timeline are included in Table 7.1

Table 7.1 Intermediate Outcomes

State-Level Activity	Intermediate Outcome	Steps to take	Timeline
Establish a high-functioning State Team to develop, implement, and evaluate the SSIP	State Team is coordinating SSIP implementation and is engaged in a continuous improvement cycle using the Phase III evaluation plan.	1. Schedule and maintain semi-monthly meetings	July 2017 – May 2018
		2. Complete Team Functioning survey	Sept 2017 – May 2018
		3. Use action plan for continuous improvement	Sept 2017 – May 2018
Create Resource Alignment Process to identify and align state-level resources and networks to support inclusiveness of students with disabilities	Two resources are being aligned and additional resources and networks are being cross walked to repeat the process	4. Alignment plan with SESTA and ELA coaching network has been presented to leadership and is being implemented	Sept 2017
		5. Crosswalk curriculum and resources of two new networks	Jan 2018 – May 2018
		6. Develop alignment plan for new networks and present to leadership	Jan 2018 – May 2018
Develop Authentic Engagement Process to identify, utilize and communicate with	SSIP Engagement Process is implemented, including stakeholder involvement in planning,	7. Use developed outline to draft full Stakeholder Engagement Guidebook	Aug 2017 – Jan 2018
		8. Follow stakeholder engagement schedule in SSIP Engagement Process outline	Sept 2017 – May 2018

stakeholders	evaluation, data analysis and improvement planning.	9. Follow stakeholder evaluation data review process in the Evaluation Plan	Sept 2017 – May 2018
Align the outcomes of the SSIP with the resources and processes of the SPDG	The SSIP and the SPDG are implemented with common outcomes, evaluation tools, and shared data.	10. Evaluation plans are aligned and projects are sharing evaluation tools	Aug 2017
		11. Projects are sharing collected data according to the schedule in the Evaluation Plan	Sept 2017
Identify TA needs in Cohort districts for system alignment and support and develop multi-year plan.	TA is being provided and utilized according to the multi-year plan,	12. TA needs are updated and confirmed	Aug 2017
		13. District Leads participate in monthly collaboration	Aug 2017 – June 2018
		14. District Leads participate in quarterly one-on-one TA	Aug 2017 – June 2018
Identify PD needs for continuous improvement in Cohort districts and develop multi-year plan.	SSIP Team is implementing multi-year training and coaching plan	15. PD plan is being implemented	Aug 2017 – June 2018
		16. Coaching is being provided to PD participants	
		17. Multi-year plan is developed, implemented, evaluated and adjusted according to the Evaluation Plan.	
Develop Evaluation Plan and Evaluation Plan User Guide to support state activities.	The SSIP Team is providing PD and TA activities, collecting data on effectiveness, analyzing results, and using data for improvement planning	18. Comprehensive plan is created and implemented	Aug 2017 – June 2018
		19. Data is reported according to plan	
		20. Data is used for continuous improvement	

Professional Development Activities

The professional development activities that will be provided by the SPDG to the Cohort Districts are outlined below along with their correlating objectives. The SPDG has a program evaluator who will conduct the evaluation and will lead the State Team through analysis of the data and action planning per the SSIP Evaluation Plan. The plan involved a three-year cohort, below, year 1 is the readiness phase, year 2 implementation phase and year 3 is the sustainability phase.

Objectives	Activities
Objective 1.1. Select cohort LEAs based on an application and agreement process with applications reviewed and scored by a rubric	1.1.1. Selection of cohort LEAs from application process (note: Cohort 1 already identified through SSIP process) March: Applications issued April: Applications due May: Notifications due
	1.1.2. Selection of LEA coaches via virtual or in-person interview (1 coach per LEA from 3-5 recommended coaches in application)
	1.1.3. Cohort LEAs will review applicant expectations and submit signed agreement
Objective 1.2. Deliver skill-based training on evidence-based practices to LEA coaches, instructional staff, and families during the readiness phase	1.2.1. Provide 2 sessions of 2-day face-to-face training for LEA coaches on instructional coaching
	1.2.2. Provide and monitor completion of online module courses on foundational reading skills and the use of direct explicit instruction to instructional staff
	1.2.3. Provide and monitor completion of online module courses on the use of direct explicit instruction to LEA coaches
	1.2.4. Provide training and set up events, coordinated with principals, to support reading through Idaho Library Commission Family Reading Week

	1.2.5. Provide online access to parent resources that support reading at home that is updated quarterly; principal promote accessing of information
Objective 1.3. Deliver skill-based training on evidence-based practices to LEA coaches and instructional staff during the implementation phase	1.3.1. Conduct a 1-day face-to-face institute for instructional staff on using direct explicit instruction for teaching reading
	1.3.2. Conduct a 2-day face-to-face institute for LEA coaches: Day 1: focus on instructional coaching Day 2: focus on using direct explicit instruction for teaching reading with instructional staff
Objective 1.4. Deliver skill-based training on evidence-based practices to LEA coaches and instructional staff during the sustainability phase	1.4.1. Conduct a 2-day face-to-face institute for instructional staff on sustaining the use of direct explicit instruction for teaching reading
	1.4.2. Conduct a 2-day face-to-face institute for LEA coaches on sustaining the use of effective coaching strategies
Objective 2.1. Using a continuous improvement model including step-by-step feedback, conduct observations of LEA coaches during the readiness phase	2.1.1. Conduct onsite observations of LEA coaches practicing coaching skills in pairs (2 x/year)
	2.1.2. Hold a virtual technical assistance session between consultant and all LEA coaches to practice building coaching plans
Objective 2.2. Using a continuous improvement model including step-by-step feedback, conduct observations of both LEA coaches and instructional staff during the implementation phase	2.2.1 Provide in-classroom classroom coaching (team teaching, modeling, feedback) to instructional staff to further implementation of DEI
	2.2.2. Conduct onsite observation of instructional staff using direct explicit instruction to teach reading (2 x/year)
	2.2.3. Hold virtual 1:1 coaching/technical assistance sessions with LEA coaches to further implement coaching of instructional staff
	2.2.4. Conduct onsite observation of LEA coach coaching instructional staff (2x/year)
Objective 2.3 Using a continuous improvement model including step-by-step feedback, conduct observations of both LEA coaches and instructional staff during the sustainability phase	2.3.1. Provide in-classroom classroom coaching (team teaching, modeling, feedback) to instructional staff to further implementation of DEI
	2.3.2. Conduct onsite observation of instructional staff using direct explicit instruction to teach reading (2 x/year)
	2.3.3. Hold virtual 1:1 coaching/technical assistance sessions with LEA coaches to sustain implementation of coaching
	2.3.4. Conduct onsite observation of LEA coach coaching instructional staff (2x/year)
Objective 3.1. Deliver application-based training on implementing evidence-based practices to LEA coaches, instructional staff, and principals during the readiness phase	3.1.1. Conduct a 1-day face-to-face spring institute reflecting on and planning for implementation of instructional coaching and using direct explicit instruction to teach reading
Objective 3.2. Deliver application-based training on implementing evidence-based practices to LEA coaches, instructional staff, and principals during the implementation phase	3.2.1. Conduct a 1-day face-to-face spring institute reflecting on and planning for continued implementation of instructional coaching and using direct explicit instruction to teach reading
Objective 3.3 Provide in person training for instructional staff on components of direct explicit instruction fidelity implementation rubric during implementation phase.	3.3.1. Conduct 3 days of in person training on components of direct explicit instruction fidelity implementation rubric
Objective 3.4. Conduct virtual collaborative for both LEA coaches and instructional staff	3.4.1. Conduct virtual collaborative for LEA coaches to provide feedback and additional support on implementation of coaching strategies (3x/year)
	3.4.2. Conduct virtual collaborative for instructional staff on implementation of

during implementation phase	direct explicit instruction when teaching reading (3x/year)
Objective 3.5. Provide ongoing, follow-up online reading strategies to families during implementation phase	3.5.1. Host and share out, via the website, PowerPoint resources, created for families of SWD with links to participating school websites (2x/year)
Objective 3.6. Deliver application-based training on implementing evidence-based practices to LEA coaches, instructional staff, and principals during sustainability phase	3.5.1. Conduct a 1-day face-to-face spring institute reviewing data and planning for sustaining coaching and DEI
Objective 3.7. Conduct virtual collaborative for both LEA coaches and instructional staff during sustainability phase	3.6.1. Conduct virtual collaborative for LEA coaches on sustaining coaching (3x/year) 3.6.2. Conduct virtual collaborative for instructional staff on sustaining the use of direct explicit instruction to teach reading (3x/year)
Objective 3.8. Provide ongoing, follow-up online reading strategies to families during sustainability phase	3.7.1. Host and share out, via the website, PowerPoint resources, created for families of SWD with links to participating school websites (2x/year)

Planned Evaluation Activities

Evaluation activities in 2017-18 will include those identified in Section 6 (and on the Logic Model). If awarded the SPDG, an evaluation component will be added to address the projected goals, program and project measures. The full SDPG Project Management Plan in Appendix G and aligns the goals and measures (shown below) to the objectives, activities, timelines, personnel and outputs.

GOAL 1. The Idaho SPDG will use evidence-based practices to design and deliver professional development to support instructional staff in using direct explicit instruction when teaching reading to students with disabilities.
Program Measure 1.a.: By the end of year 2, 50% (8 out of 16) of the Idaho SPDG professional development (PD) practices on the SPDG Evidenced-based PD Components Rubric will score a 3 or 4 (on a scale of 1 to 4), with 70% in year 3 and 80% in years 4 and 5.
Project Measure 1.b.: Through a selection process, and a replacement process due to possible attrition, the Idaho SPDG will provide professional development to 7 LEA coaches in year 1, 14 in year 2, 21 in year 3, 14 in year 4, and 7 in year 5.
Project Measure 1.c.: Through a selection process, and a replacement process due to possible attrition, the Idaho SPDG will provide professional development to 42 instructional staff in year 1, 84 in year 2, 126 in year 3, 84 in year 4, and 42 in year 5.
Project Measure 1.d.: Annually, 100% of the skill-based trainings provided will have 80% of attendees respond that they increased their knowledge on at least 75% of the stated learning targets, as measured by an end-of-training retrospective pre-post survey.
Project Measure 1.e.: Annually, 100% of the skill-based trainings provided will have 80% of attendees respond that they can accomplish at least 75% of the stated learning targets, as measured by an end-of-training survey.
Project Measure 1.f.: Annually, 100% of the skill-based trainings provided will have 90% of the adult-learning principles in place, as observed using the high-quality professional development checklist.
Project Measure 1.g.: In year 1 (readiness), 90% of family members attending reading training will report that they increased their knowledge on at-home reading strategies, as measured by an end-of-training survey.

GOAL 2. The Idaho SPDG will use a continuous improvement model to inform, monitor, improve, and achieve high fidelity in instructional staff's implementation of direct explicit instruction when teaching reading to students with disabilities.
Program Measure 2.a.: With year 1 (readiness) as baseline, at the end of year 2 (implementation), 60% of instructional staff will have 60% of the items on the explicit instruction fidelity implementation rubric scored as partially or fully implemented.

Program Measure 2.b.: With year 1 (readiness) as baseline, at the end of year 3 (sustainability), 80% of instructional staff will have 100% of the items on the explicit instruction fidelity implementation rubric scored as partially or fully implemented, with 50% scored as fully implemented.
Project Measure 2.c.: With individual growth plans developed at the end of year 1 (readiness), at the half-way point in year 2 (implementation), 80% of instructional staff will have 50% of the objectives on their individual growth plan completed or in progress.
Project Measure 2.d.: With updated individual growth plans developed at the end of year 2 (implementation), at the half-way point in year 3 (sustainability), 80% of instructional staff will have 50% of the objectives on their individual growth plan completed or in progress.
Project Measure 2.e.: With individual growth plans developed at the end of year 1 (readiness), at the half-way point in year 2 (implementation), 80% of LEA coaches will have 50% of the objectives on their individual growth plan completed or in progress.
Project Measure 2.f.: With updated individual growth plans developed at the end of year 2 (implementation), at the half-way point in year 3 (sustainability), 80% of LEA coaches will have 50% of the objectives on their individual growth plan completed or in progress.
Project Measure 2.g.: At the end of year 1 (readiness), 80% of LEA coaches will have 80% of the items on the instructional coaching fidelity implementation rubric scored as partially or fully implemented.
Project Measure 2.h.: At the end of year 2 (implementation), 90% of LEA coaches will have 100% of the items on the instructional coaching fidelity implementation rubric scored as partially or fully implemented, with 70% scored as fully implemented.
Project Measure 2.i.: At the end of year 3 (sustainability), 90% of LEA coaches will have 100% of the items on the instructional coaching fidelity implementation rubric scored as partially or fully implemented, with 70% scored as fully implemented.

GOAL 3. The Idaho SPDG will deliver follow-up activities to sustain instructional staff in their implementation of direct explicit instruction when teaching reading to students with disabilities.

Program Measure 3.a.: The Idaho SPDG will use at least 50% of total funds in year 1, 60% in year 2, and 70% in years 3-5 to provide follow-up activities to instructional staff in the implementation of direct explicit instruction when teaching reading to students with disabilities.
Project Measure 3.b.: Annually, 100% of the application-based trainings provided will have 80% of attendees respond that they increased their knowledge on at least 75% of the stated learning targets, as measured by an end-of-training retrospective pre-post.
Project Measure 3.c.: Annually, 100% of the application-based trainings provided will have 80% of attendees respond that they can accomplish at least 75% of the stated learning targets, as measured by an end-of-training survey.
Project Measure 3.d.: Annually, 100% of the application-based trainings provided will have 90% of the adult-learning principles in place, as observed using the high-quality professional development checklist.
Project Measure 3.e.: Annually, 100% of the virtual collaboratives will have 90% of the effective facilitation practices for virtual meetings in place, as observed using a virtual facilitation checklist.
Project Measure 3.f.: Annually, 100% of the virtual collaboratives will have 80% of attendees respond that they learned something from another participant that will benefit their SPDG-sponsored work, as measured by end-of-collaborative survey.
Project Measure 3.g.: For each three-year cohort, at the end of year 1 (readiness), 70% of the schools will have 1/3 (33%) of the sustainability items partially or fully in place, as measured by a program sustainability checklist.
Project Measure 3.h.: For each three-year cohort, at the end of year 2 (implementation), 70% of the schools will have 2/3 (66%) of the sustainability items partially or fully in place, as measured by a program sustainability checklist.
Project Measure 3.i.: For each three-year cohort, at the end of year 3 (sustainability), 70% of the schools will have 100% of the sustainability items partially or fully in place, with 75% fully in place, as measured by a program sustainability checklist.
Project Measure 3.j.: In year 1 (readiness), 80% of family members who attended a reading training will report application of reading strategies at home, as measured by a 3-month post training follow-up survey.

Anticipated Barriers and Steps to Address

The barriers outlined below will have to continue to be on the contiguous improvement radar for the State Team.

1. SPDG funding

Not being awarded the SPDG could create a significant barrier to the scope of work that can be completed for the SSIP over the next several years. Infrastructure considerations have been made to realign resources and allocate personnel to focus on making the improvement needed to reach the SiMR.

Steps to Address:

- a. If the funding from the SPDG is not available to provide professional development to the district and school level, the State Team will need to meet with the SDE Special Education Director to determine if any additional resources are available to support implementation.
- b. The State Team will also need to meet with stakeholders to reexamine the current SSIP implementation and evaluation plan to identify possible redesigns that would make implementation and evaluation possible with the current resources available.

2. Alignment obstacles

As networks and resources are identified and possible alignments designed, the State Team must proceed individually with each possible alignment. All educators are concerned about all students, and those who work in special education recognize the passion for advocating for students with disabilities is targeted to approximately 10% of the school student population.

Steps to Address

The advocacy must be consistent and persistent, but also must be with respect and understanding of each network's unique targets. It will be critical to follow the guidance of leadership and make a plan for each situation that is unique to the network and individuals who deliver services.

3. Geography

As Idaho has 300,00 students spread across 82,000 miles, the dissemination of limited resources will continue to be a challenge to all who provide professional development and TA across the state.

Steps to Address

- a. Virtual communication will be a vital part of any statewide network. Currently, the State Team uses Zoom to conduct virtual meetings, and all members of the State Team must be proficient and comfortable using this as an interactive, group delivery format. Facilitators must also be able to troubleshoot participants' platforms to ensure engagement is possible and expected.
- b. Webpage at the SDE and on the Idaho Training Clearinghouse must be updated and provide current and historical documents that support stakeholders' understanding of all aspects of RDA and the SSIP.
- c. At-a-district learning must be developed to allow rural and non-SSIP districts to access components of the content at their own location and pace. This could include webinars, learning modules, links and online resources, etc.

4. Team Membership

As with all teams, turn-over and staff reassignment could create disruptions to the State Team that has worked together for the past 18 months.

Steps to Address

1. SSIP submissions must continue to be a comprehensive, accurate accounting of the work that has been done and the work that is planned for the future. All members of the State Team must be familiar with the content of the SSIP and be able to independently understand and explain the planning, implementation, and evaluation process. This is critical for new members to have reliable resources to guide new learning.
2. All documents used to develop and support implementation and planning, including meeting notes, data spreadsheets, contact information must be stored in a mutually accessible location so that all current and new members can research all the background documents in order to build capacity and develop a more complete picture of the process.

Idaho Specific Factors

As the State Team is engaged in the continuous improvement cycle for the SSIP activities and planning, several components that contribute to the success of the SSIP have become more clear. The barriers/limitations/realities identified below may be common barriers/limitations/realities faced by other states, but it is important to include this information in Phase III to ensure the components are acknowledged and addressed when possible throughout the planning process.

1. Idaho State Department of Education Strategic Plan 2015-21

The Strategic Plan was presented by the Superintendent of Public Instruction, Sherri Ybarra, upon her election to the superintendent position. The Superintendent outlined three goals and strategies that will contribute to the success of all students:

- Goal 1: All Idaho students persevere in life and are ready for college and careers
- Goal 2: All education stakeholders in Idaho are mutually responsible for accountability and student progress.
- Goal 3: Idaho attracts and retains great teachers and leaders.

Steps to Address: As the SSIP team continues to plan for implementation and evaluation, the goals outlined above must be understood for the impact maximum alignment will have on systems development, multi-divisional support, and leveraging of limited available resources moving forward.

2. Continuous Improvement Plans

In 2014, Idaho Statute 33-320 was added to Idaho Code, calling for districts to submit annual Continuous Improvement Plans to the State Board of Education. The plan must be made available to the public and posted on the district website. (Idaho Statutes).

Steps to Address: As the State Team guides the District Teams, a critical component is the mutual understanding of the district Continuous Improvement Plan. Through the development of this plan, district leadership has identified areas for improvement and has allocated resources to these efforts. The District Team will need to align and leverage these efforts when possible in order to reduce redundancy and minimize the over-extension of already limited resources. All SSIP efforts at a district level should be in supportive of any identified improvement plans already in place to the maximum extent possible, as well as capitalizing on available data, resources, and analysis developed or completed during the planning for the Continuous Improvement Plan.

3. Literacy Extended Intervention Program

Two pieces of legislation were signed by Idaho Governor Butch Otter in March, 2016 that support the goal of all Idaho students reading proficiently by the end of third grade. House Bill 526 requires districts to provide 30-60 hours of extra help to student in kindergarten through third grade who are not reading at grade level as measured by the Idaho Reading Indicator (IRI). House Bill 451 requires parental notification when students are reading below grade level. Together, the two bills allocate \$9.1 million dollars to increasing literacy in Idaho students. This allocation is in addition to the \$2.1 million already included in the K-12 budget to meet this goal. On August 4, 2016, members from the Idaho House of representatives and Idaho State Board of Education presented the guidelines for districts in developing and implementing the Literacy Intervention Program, and the presentation is available to districts and the public on the board's website at boardofed.idaho.gov.

The State Board of Education created a template for district to follow that outlines the required components of the Literacy Intervention Programs (boardofed.idaho.gov). The key requirements include:

1. A program summary of the supplemental instruction, including effective research based substantial intervention that includes phonemic awareness, decoding, vocabulary, comprehension and fluency interventions.
 - a. A minimum of 60 hour of supplemental instruction for student K-3 who score below basic on the reading screening assessment.
 - b. A minimum of 30 hours of supplemental instruction for students K-3 who scored basic on the reading screening assessment.
2. Parent input to the development of the plan and how parents will be informed and involved in the development of their individual's student's literacy plan.
3. Alignment with the Idaho Comprehensive Literacy Plan

In the list above, a key component of the plan is the requirement for parent involvement. Initially, it is required that parents be involved in the development of the district Literacy Intervention Program, and that involvement must be detailed in the plan. Additionally, a parent must be notified in writing if their student demonstrates reading deficiencies any time during the school year. In the notification, the parent is notified of the current services being provided to the student, as well as a description of the available reading interventions and supports that could be provided. Once a plan is developed, the parent is provided with a description of the intervention services that will be provided, and strategies for the parent to use at home to help their student improve reading skills. Annually, each district is required to report the percent of student reading above grade level, at grade level, basic or below basic on local and state assessments (Summary: H451 and H526 Literacy Intervention).

4. The State Department of Education Leadership Philosophy

In an article in Idaho Ed News on November 11, 2016, it was stated that Superintendent Ybarra and her staff view the State Department of Education as a “support service, not a policing agency.” The SDE has a staff of 140 people, and Ybarra leads the staff with belief in increased local control and less state oversight. The support for districts and schools comes in the form of professional development, support in the implementation of the Idaho Content Standards, and programs for English Language Learners.

State needs for additional support and/or technical assistance

1. Opportunities for continued collaboration

Idaho has continued to benefit from the NCSI Cross-State Learning Collaborative. The opportunity to check in with other states, attend presentations related to evidence-based practices, evaluation, and stakeholder engagement, and ask questions of the national experts has positively impacted Idaho’s progress on the SSIP development and implementation.

2. State Personnel Development Grant

If awarded the SPDG, the State team will need support to fully align the SPDG and the SSIP to maximize the improvements for students with disabilities. Both projects have a strong foundation, and expert guidance on how best to align and leverage the overlapping resources, tools, communication process, stakeholder support, professional development and technical assistance would move Idaho toward authentic systemic change.

3. On-site support

Idaho has previously benefitted from having onsite support for the NCSI TA providers and from OSEP representatives. Each session has resulted in increased understanding, a more aligned focus, and an improved process for moving forward. We would welcome additional onsite support as available to review evaluation data, plan for increased stakeholder engagement, and revise and adjust the SPDG and the SSIP as needed based on data.

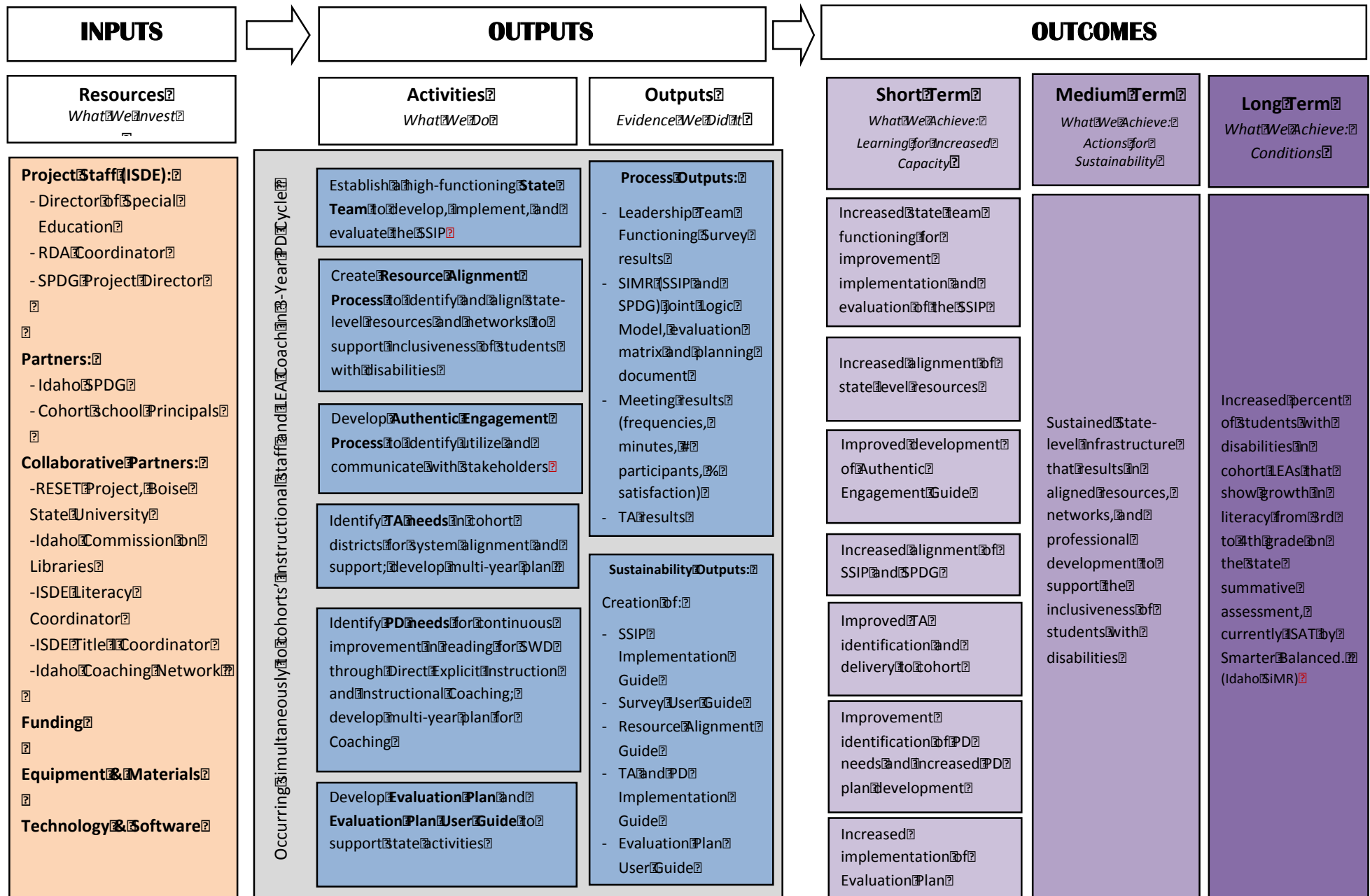
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Appendices

Appendix A

Idaho SSIP 2015-2020 Logic Model



Appendix B

Fall Institute District Priorities

Literacy Checklist		District 1		District 2		District 3		District 4		District 5		District 6	
		Rank	Implem	Rank	Implem	Rank	Implem	Rank	Implem	Rank	Implem	Rank	Implem
L.1.R	All staff directly responsible for teaching reading have an understanding of how to provide instruction in the five foundational skills of reading .	7	2	2	1	1	1	3	1	1	1	1	1
L.2.R	All staff responsible for teaching reading know how to identify curriculum materials that are evidence- based.	1	1	2	0	4	1	6	0	12	0	7	1
L.3.R	All staff responsible for teaching reading use evidence-based curriculum materials when providing instruction.	2	1	2	1	5	1	5	1	11	1	11	2
L.4.R	All staff responsible for teaching reading use assessment results to identify the appropriate evidence-based practices to improve outcomes.	4	1	2	1	2	1	4	1	6	1	6	1
L.5.R .S	Students with disabilities are receiving core grade-level instruction in the general education classroom with their same-grade peers.	10	2	1	2	12	2	10	2	5	2	4	2
L.6.R	Students with disabilities are participating in intensive interventions in the needed skill area in small groups of 1-5 students.	9	2	7	1	9	1.5	9	1	7	1	5	1
L.8. CLP	The district has a well-established systems of support for English Learners and those struggling to develop grade-level literacy proficiency.	11	1	12	1	8	1.5	8	1	4	0	9	1
L.7.R	Students with disabilities are paired with a more proficient reader for paired reading activities.	8	1	11	0	11	2	12	2	13	1	12	2
L.9. CLP	The district provides appropriate literacy training for elementary -level paraprofessionals, including library staff, to ensure they have the knowledge necessary to effectively assist students.	3	0	8	0	7	1	11	1	3	1	8	1
L.10. CLP	Elementary special education teachers have a strong understanding of language development and ensure student's literacy skills are progressing.	6	1	9	0	6	1	7	1	8	1	2	1
L.11. CLP	District and school leaders are able to ensure that curriculum aligns to the Idaho Content Standards and provide all stakeholders with information about the standards.	12	2	10	1	3	1	1	2	14	1	10	2
L.12. CLP	Educators use systematic, explicit instruction to support students in building foundational reading skills.	5	1	2	1	10	2	2	2	2	1	3	1

Appendix C

SPDG-sponsored Training Development Worksheet

Title of training: RTI 2016 Fall Institute
 Date(s) of training: September 27-28, 2016
 Intended audience: RTI District Teams / RDI (SSIP) District Teams
 Trainer name(s): Metis (Lexie, Dean, Shelby, Jacqueline)
 Person completing: Cari Murphy, Evaluator & Alayna Gee, Director

Trainer/Content Developer Responsibilities

Score Scale: 0=Not Met 1=Partially Met 2=Fully Met

Element and Examples	Description/Specifications	Score (0-1-2)
PLANNING (B3)		
State training outcomes through 2 or more skilled-based learning objectives. Example: <ul style="list-style-type: none"> As a result of this training, participants will have the ability to: (1) use progress monitoring measures correctly; and (2) analyze progress monitoring data to group students according to learning needs. 	Day 1: Start of the day had no written or verbalized objectives Day 1: 6-12 breakout had learning objectives stated in slides Day 2: Start of the day had no written or verbalized objectives	1 1
State how the training content aligns to specific component(s) in the Idaho RTI Fidelity Implementation Rubric	Objectives did not explicitly (verbal or written) align to FIR; alignment was discussed during planning meetings but not stated to participants Day 1: K-2 session referred to tier 2 and tier 3 practice in FIR as a weakness and tied content presented them CLP session outlined 6 FIR components in relation to the plan as a part of ppt.	1 1
ENGAGEMENT (B2/B3)		
<i>Introduce & Illustrate:</i> Engage learner in a preview and/or demonstration of the material, knowledge or skill that is the focus of the training. Examples: <ul style="list-style-type: none"> Pre-training exercise, assessment, or reading In-session warm-up exercise In-session scenario/challenge to engage participant inquiry 	Day 1: Began day with warm-up exercise on what routine/tradition you enjoy at work; 6-12 breakout started with picture and reflecting how it applies to their school year for small group discussion K-2 & 3-5 sessions began with reflections and considerations for the work with illustrations. Day 1 CLP began with question and role identification. Day 1 keynote began with visual and scenario. Day 1: 6-12 Breakout: District/school/classroom-consider your current system, strengths, weaknesses, influencing outcomes Day 2: Began day with warm-up discussion and then "reflections from yesterday"	2 2
<i>Instruct:</i> Provide skill-based content that provides multiple options for perception (written, auditory, and visual). Examples (use 2 or more): <ul style="list-style-type: none"> PowerPoint slides Video clips demonstrating concepts Audio clips Visual or online tutorials/demonstrations 	PowerPoint slides Style of training was brief instruction followed by team time processing for discussion and application via pair and share or full table Day 1: Pace and Lead – Lexie provided real-life example and modeled a way to present using protocol; 6-12 Breakout – Dean modeled explicit instruction on vocabulary Day 2: PowerPoint slides, worksheets, Dean showed video clip Day 1 K-2 session Jaqueline modeled strategies for literacy to improve skill instruction.	2 2
<i>Inquire:</i> Provide progress checks throughout the training to assess understanding and adjust instruction as needed. Examples: <ul style="list-style-type: none"> (Face-to-face): Pop quiz (online quiz, clickers) (Live webinars): Poll questions (Online modules): Short quiz/assessment 	Style of training was such that progress checks were coaches rotating around the room as teams held discussion Learning was monitored through walking the room and listening to conversations.	1 1

APPLICATION AND EXPRESSION (B2)		
<p><i>Practice:</i> Engage the learner in the use of the material, knowledge, or skill. Allow for or vary the methods of application throughout the training. Examples:</p> <ul style="list-style-type: none"> • Real-life application plus role playing • Problem solving task/activity • Participant behavior rehearsals with trainer/coach observing to provide feedback • Written exercise using real-life application or case study analysis 	<p>Style of training was brief instruction followed by team time processing for discussion and application (used several process methods – elbow partners, table discussions, triads, partner talk time, etc.)</p> <p>Day 1: Ecomap activity akin to problem solving in terms of planning for pockets of influence; practiced applying the Pace and Lead protocol to RTI or SSIP issue</p> <p>Practice was mostly reflective in the form of notes and discussion; content not conducive to rehearsals or role play</p>	<p>2</p> <p>2</p>
<p><i>Evaluate:</i> Engage the learner in a process of evaluating the consequence or outcome of the application of the material, knowledge, or skill. Examples:</p> <ul style="list-style-type: none"> • Standards-based evaluation • Self-assessment of strengths and weaknesses • Journaling as self-evaluation • Group discussion of consequences/outcomes 	<p>Both days had note taking and group discussion for checking understanding</p> <p>Each presentation ended with questions to consider to guide note taking and group discussion.</p> <p>Most presentations included practical application of knowledge as outcome.</p> <p>Discussions varied between group and partner.</p>	<p>1</p> <p>1</p> <p>(content difficult to align with process of self-eval)</p>
REFLECTION & GOAL SETTING (B2)		
<p><i>Mastery:</i> Based on self-evaluation data, engage the learner in identifying “next steps” in his/her personal learning process. Examples:</p> <ul style="list-style-type: none"> • 3-2-1 activity • Red-yellow-green activity 	<p>Day 1: Leading with Influence discussion activities (each of the 4 steps) ended with action steps for moving work forward</p> <p>Day 1: CLP ended with discussion and follow up question for self-eval of learning.</p> <p>Secondary presentation ended with a next steps hand out for analysis of system.</p>	<p>1</p> <p>2</p>
<p><i>Action Planning:</i> Engage the learner/team in a process of planning “next steps” in school-level implementation of training content. Align action planning to specific component(s) in the Idaho RTI Fidelity Implementation Rubric.</p>	<p>Action plan recording sheet passed out on day 1 and referred to throughout agenda topics/discussions</p> <p>agree</p>	<p>2</p> <p>2</p>
DATA COLLECTION & SUBMISSION (B4)		
<p>Work with project evaluator to develop a measure to collect outcome data on participants’ knowledge/skills via a retrospective post self-assessment of learning objectives/outcomes</p> <ul style="list-style-type: none"> • Data to be submitted to project evaluator within 1 week post training 	<p>Institute evaluation survey measured increase in knowledge on three key topics (leadership, literacy, data use)</p> <p>Why a 2 not 3?</p>	<p>2</p> <p>2</p>
<p>Work with project evaluator on process for collecting and submitting training satisfaction data</p> <ul style="list-style-type: none"> • Data to be submitted to project evaluator within 1 week post training 	<p>Online satisfaction survey distributed at end of day 2 with URL and QR code</p> <p>Processes for data were discussed at 2 separate planning sessions between Lexie, Cari, and Alayna.</p> <p>Why a 2 not 3?</p>	<p>2</p> <p>2</p>
FOLLOW-UP SUPPORT (B3/B4)*		
<p>Using the action plan developed by the team, coaches/project consultants provide direct follow-up support by:</p> <ul style="list-style-type: none"> • Facilitating additional action planning time • Providing additional information and resources • Holding progress monitoring meetings • Conducting onsite observations of implementation <p>*Follow-up will be provided by the coach/project consultants. Trainers may or may not be responsible for this section, dependent upon contract.</p>	<p>Not sure there were explicit expectations for teams to submit plans to coaches/Metis for follow-up during coaching sessions</p> <p>Each coach sat with team to talk about specific follow support and goal planning</p> <p>The expectation was more planning for support than actual providing of support</p>	<p>1</p> <p>2</p>
Total Points (out of 24)		<p>18 (75%)</p> <p>20 (83%)</p>

Appendix D

RESET Explicit Instruction Rubric

Name: _____

Video Date: _____

Scoring:

3 – Implemented

2 – Partially Implemented

1 – Not Implemented

NA – Not Applicable

Components	Item	3 – Implemented	2 – Partially Implemented	3 – Not Implemented	Score	Explanation
Identifying and Communicating Goals	1	The goals of the lesson are <u>clearly</u> communicated to the students.	The goals of the lesson are <u>not clearly</u> communicated to the students.	The goals of the lesson are <u>not</u> communicated to the students.		
	2	The goal is <u>specific</u> .	The stated goal is <u>broad or vague</u> .	There is <u>no stated</u> goal.		
	3	The teacher <u>clearly</u> explains the relevance of the stated goal to the student.	The teacher <u>tries to explain</u> the relevance of the stated goal to the students, but the explanation is <u>unclear or lacks detail</u> .	The teacher <u>does not explain the relevance</u> of the stated goal to the students.		
Alignment	4	Instruction is <u>completely aligned</u> to the stated or implied goal.	Instruction is <u>partially or loosely aligned</u> to the stated or implied goal.	Instruction is <u>not aligned</u> to the stated or implied goal.		
	5	<u>All</u> of the examples or materials selected are <u>aligned</u> to the stated or implied goal.	<u>Some</u> of the examples or materials are <u>aligned</u> to the stated or implied goal; OR examples and materials are <u>somewhat</u> aligned to the stated or implied goal.	Examples or materials selected are <u>not aligned</u> to the stated or implied goal.		
	6	Examples or materials selected are aligned to the instructional level of <u>most or all</u> of the students.	Examples or materials selected are aligned to the instructional level of <u>some of the students</u> .	Examples or materials selected are above or below the instructional level of the students.		
Teaching Procedures	7	The teacher <u>effectively</u> reviews prior skills <u>and</u> engages background knowledge <u>before beginning</u> instruction.	The teacher <u>reviews</u> prior skills or engages background knowledge before beginning instruction, <u>but not effectively</u> .	The teacher does not review prior skills or engage background knowledge <u>before beginning</u> instruction.		
	8	The teacher <u>provides clear demonstration</u> of proficient performance	The teacher <u>does not provide clear</u> demonstrations of proficient performance.	The teacher <u>does not provide</u> demonstration of proficient performance.		
	9	The teacher <u>provides an adequate number</u> of demonstrations given the nature and complexity of the skills or task.	The teacher <u>does not provide an adequate number</u> of demonstrations given the nature and complexity of the skills or task.	The teacher <u>does not provide</u> demonstrations.		

	10	The teacher provides explanation using words that are <u>clear, precise, and accurate</u> .	The teacher provides explanations using words that are <u>not always clear, precise, and accurate</u> .	The teacher provides explanations which are <u>confusing, unclear, imprecise, or inaccurate</u> .		
	11	Scaffolding is provided <u>when it is needed</u> to facilitate learning.	<u>Some</u> scaffolding is provided, but <u>more is needed</u> to facilitate learning.	Scaffolding is <u>needed, but minimal or no scaffolding</u> is provided to facilitate learning.		
	12	Complex strategies or skills <u>are broken down</u> into logical instructional units, to address cognitive overload, processing demands, or working memory.	Complex skills or strategies <u>are not effectively broken down</u> to address cognitive overload, processing demands, or working memory.	Complex skills or strategies <u>are not broken down as needed</u> into logical instructional units to address cognitive overload, processing demands, or working memory.		
Guided Practice	13	The teacher <u>systematically withdraws</u> supports as the students move to guided practice.	The teacher withdraws support as students move to guided practice but <u>it is not withdrawn systematically</u> .	The teacher <u>does not withdraw support</u> as students move to guided practice.		
	14	Guided practice is <u>focused on the application</u> of skills or strategies related to the stated or implied goal.	Guided practice is <u>somewhat focused</u> on the application of skills or strategies related to the stated or implied goal.	Guided practice is <u>not focused</u> on the application of skills or strategies related to the stated or implied goal.		
	15	The teacher <u>consistently prompts</u> students to apply skills or strategies throughout guided practice.	The teacher prompts students to apply skills or strategies, but <u>not consistently OR not effectively</u> throughout guided practice.	The <u>teacher does not prompt</u> students to apply skills or strategies throughout guided practice.		
Pacing	16	The teacher maintains <u>an appropriate pace throughout</u> the lesson.	The teacher maintains <u>an appropriate pace</u> during <u>some</u> of the lesson.	The teacher maintains <u>an inappropriate pace</u> throughout the lesson.		
	17	The teachers <u>allows adequate</u> time for students to think or respond <u>throughout</u> the lesson.	The teacher sometimes <u>allows adequate</u> time for students to think or respond but <u>inconsistently throughout</u> the lesson.	The teachers <u>never allows adequate time</u> for students to think or respond.		
	18	The teacher <u>maintains focus</u> on the stated or implied goal throughout the lesson.	The teacher <u>inconsistently focuses</u> on the stated or implied goal.	The teacher <u>does not</u> focus on the stated or implied goal.		
Engagement	19	The teacher provides <u>frequent opportunities</u> for students to engage or respond during the lesson.	The teacher provides <u>limited opportunities</u> for students to engage or respond during the lesson.	The teacher <u>does not provide opportunities</u> for students to engage or respond during the lesson.		

	20	There are <u>structured and predictable</u> instructional routines throughout the lesson.	Instructional routines are <u>not consistently</u> applied throughout the lesson.	There is <u>no instructional</u> routine.		
	21	The teacher <u>monitors</u> students to ensure they remain engaged	The teacher monitors <u>inconsistently</u> ; OR the teacher <u>does not monitor all students</u> to ensure they remain engaged.	The teacher <u>does not</u> monitor students to ensure they remain engaged.		
Monitoring and Feedback	22	The teacher <u>consistently checks</u> for understanding <u>throughout the lesson</u> .	The teacher only checks <u>some students</u> for understanding; OR the teacher <u>does not consistently</u> check for understanding throughout the lesson.	The teacher does <u>no or very minimal checking</u> for understanding.		
	23	The teacher provides <u>timely feedback throughout</u> the lesson.	The teacher <u>occasionally</u> provides <u>timely feedback</u> .	The teacher <u>does not provide</u> feedback or <u>it is not timely</u> .		
	24	Feedback is <u>specific and informative throughout</u> the lesson.	Feedback is not consistently <u>specific and informative throughout</u> the lesson.	There is <u>no</u> feedback or it is <u>not at all specific and informative</u> .		
	25	The teacher <u>makes adjustments</u> to instruction <u>as needed</u> based on the student responses.	The teacher makes <u>some adjustments</u> to instruction as needed based on the student responses, <u>but more</u> adjustments are needed.	The teacher <u>does not make</u> adjustments to instruction <u>as needed</u> based on the student responses		

Moylan, L.A., Johnson, E.S., Crawford, A. R., Zheng, Y. (2016). Evidence-based practices in explicit instruction for students with disabilities rubric. Recognizing Effective Special Education Teachers (RESET), Boise State University: Boise, ID

Appendix E

June 7 Role-Alike Sessions

The Role-Alike sessions were facilitated by an SSIP team member. Each group was asked three questions:

1. What are your key take-away's from the *Be a Reading Hero Conference*?
2. What do you still need to feel like you are ready to improve practices?
3. What do you see as the next steps in this process?

The facilitators collected answers on anchor charts and a summary/organization of the information provided is below.

Common Priorities	<ol style="list-style-type: none"> 1. Increase understanding of Universal Design for Learning 2. Increase understanding of how to align goals, interventions and progress monitoring 3. Increase understanding of how to support a culture shift – including students with disabilities in all areas of school – eliminate my kids/your kids 4. Increase understanding of how to match interventions to skills deficits 		
	District Leads	School Administrators	Teachers
Professional Development Needs for teachers	<ol style="list-style-type: none"> 1. Building background knowledge and vocabulary 2. Understanding fluency: accuracy + prosody + rate 3. Big 5 reading skills 4. Instructional training for special education teachers 	<ol style="list-style-type: none"> 1. Differentiation strategies 2. Literacy instruction for teachers 	<ol style="list-style-type: none"> 1. Building background knowledge and vocabulary 2. Decoding strategies 3. Learning progression 4. Tech training resources and AT supports 5. Digital library
Items to emphasize/improve	<ol style="list-style-type: none"> 1. SPED director relationships with other district staff 2. District PD based on data, builds urgency and justifies PD priorities 3. IEP should drive instruction, not just compliance 4. Curriculum decisions/training should include SPED and Tier II 5. Clarify role of SPED teacher in general education setting. 6. Ensure intentional use of progress monitoring 7. Confirm understanding of service delivery model 	<ol style="list-style-type: none"> 1. Increase data sharing 2. Increase access and understanding of the digital library (connected to the ISAT portal) 3. Increase understanding and use of Interim Assessments 4. Assess fidelity to practice, not just use of program 5. Examine master schedule and staffing 	<ol style="list-style-type: none"> 1. Capitalize on 30-second opportunities 2. Increase application of "wide reading" 3. Ensure oral reading is two grade levels above student level 4. Introduce print with phonemic awareness 5. Don't assume, use data for decision-making 6. Fluency is not just speed reading 7. Fidelity to practice, not just program 8. Ask for increased support for collaboration 9. Give input on master schedule



A comparison of Key Components in the **Idaho State Systemic Improvement Plan** and the **Idaho Comprehensive Literacy Plan**. Compiled September 2016.

SSIP	Idaho Comprehensive Literacy Plan
The following are critical literacy skills that children and youth develop over time (page 15)	
Literacy Practices	1. Understanding the sounds and meaning of spoken language (phonological awareness)
Literacy Practices	2. Understanding letter-sound relationship (phonics) and recognizing words on sight
Literacy Practices	
Literacy Practices	4. Learning new words to build their knowledge of word meanings (vocabulary)
Literacy Practices	5. Understanding what they read (comprehension)
Essential Elements of the Idaho Comprehensive Literacy Plan (page 21)	
Leadership	<u>Collaborative leadership</u> : Effective leaders are critical in the establishment and sustainability of successful literacy initiatives. Collaborative leaders provide strategic guidance, support the intentional use of resources, and encourage partnerships for sharing of knowledge and best practices.
Collaboration	
Literacy Practices	<u>Developing Professional Educators</u> : Exceptional teaching inspires engaged, deep learning. Thus, training high-quality teachers is vital for student success. This requires a strategic, long-term approach that connects and aligns pre-service preparation, new teacher onboarding, and mentoring, and ongoing professional development. Innovative research-based approaches must be integrated into the entire process, from preparation to supporting long-term teachers in adjusting and refining their craft to better meet student needs.
Literacy Practices	<u>Effective Instruction and Intervention</u> : Effective instruction is rooted in strong implementation of the state content standards. When skilled teachers use innovative and evidence-based teaching practices that promote active student engagement and critical thinking, students at all skill levels benefit. Instruction is further strengthened through well-established systems of support for English language learners and those struggling to develop grade-level literacy proficiency.
Inclusive Practices	
Continuous Improvement	<u>Assessment and data</u> : Identifying and using valid and reliable measures to screen progress, monitor, and diagnose literacy allows educators to provide individualized support.
Collaborative Leadership Strategies (page 23)	
Collaboration	Strong, effective collaboration amongst entities, including: state agencies, postsecondary institutions, K-12 districts, schools, and community agencies
Collaboration	Regional partnerships to facilitate sharing of best practices and maximize use of resources
Leadership	District and school leaders put an emphasis on developing schools with strong cultures of collaboration
	District and school leaders provide time and resources for literacy
	School-family-community partnerships
	Set and implement appropriate policies and budgets that support literacy activities
Developing Professional Educators (page 25)	
Literacy Practices	Develop and implement a systematic approach to building teachers' literacy development knowledge and expertise that begins in teacher preparation and continues through onboarding and professional development.
Fidelity in Planning	Provide transition support and mentoring opportunities for new teachers

Fidelity in Planning	Use research-supported practices to provide effective professional development in order to increase teachers' likelihood of fully integrating new practices into their pedagogical and instruction repertoire.
Continuous Improvement	Ensure that professional development includes all topics critical to literacy skills development for students, including literacy instruction, assessment and data, and use of assistive technologies.
Literacy Practices	Provide appropriate literacy training for paraprofessionals, including library staff, to ensure they have the knowledge necessary to effectively assist students.
Effective Instruction and Interventions (page 29)	
Literacy Practices	Teachers shall have a strong understanding of language development and ensure student's literacy skills (including writing, reflection, and reading as outlines in the Five Essential Reading Components) are progressing.
Inclusive Practices	Teachers shall apply current research and best practices into their instruction in order to effectively engage all students in learning.
Continuous Improvement	Teachers shall use a wide variety of information about their students to individualize instruction to address students' needs, including formative assessments, school records, information from previous teachers (including early learning providers), and learning plans.
Literacy Practices	Literacy instruction shall be integrated into all content areas.
Literacy Practices	Educators shall use systematic, explicit instruction to support students in building foundational reading skills.
Fidelity in Planning	District and school leaders shall understand current research and best practices in instruction and literacy development and should demonstrate a willingness to adjust structures and systems in schools in order to apply best practices and innovative ideas (such as flexible grouping, in-class tutoring, etc.)
Inclusive Practices	Implement systems and strategies that minimize transitions (such as teacher looping) and/or maximize knowledge transfer between teachers in order to ensure struggling students can continue their learning in as seamless a manner as possible.
Fidelity in Planning	
Literacy Practices	District and school leaders shall be diligent and thorough in their review and adoption of curriculum that aligns to the Idaho Content Standards and provide all stakeholders with information about the standards and curriculum and the difference between the two.
Inclusive Practices	Student engagement is an integral part of literacy – teachers should foster active learning environments by giving students a voice, involving them in decisions about their learning process, and using instructional practices such as inquiry.
Continuous Improvement	Implement a focused, comprehensive process (such as Response to Intervention) to identify struggling readers for intervention and ensure that supplemental instruction and activities are research-based and provided by appropriately trained instructors.
Assessment and Data Strategies (page 34)	
Continuous Improvement	Use a full comprehensive assessment system to provide meaningful literacy data, including: <ul style="list-style-type: none"> a. <u>Screening</u> – measures the student's current skill level at a specific point in time and is used to identify students who may be at-risk for reading failure. b. <u>Diagnostics</u> (formative Assessment) – provides an in-depth measure of a student's strengths and weaknesses associated with a specific academic skill. c. <u>Progress Monitoring</u> (interim assessment) – demonstrates a student's knowledge at a point in time and measures the student's progress towards mastery of the state content standards. d. <u>Comprehensive Assessment</u> (summative assessment) – evaluates a student's comprehensive knowledge and mastery of the state content standards (typically at the end of the year).
	Administer literacy screening assessments early and regularly to identify students who should receive additional diagnostics to determine if they have learning challenges or if interventions are necessary.
	Use assessment and data to improve instruction and, thus, optimize student learning and engagement.
	Support teachers in building strong assessment knowledge by integrating research methods, statistics, and assessment literacy coursework into teacher preparation.
	Provide active educators with assessment literacy professional development that addresses how to effectively integrate assessments and resulting data into instructional practice.

Leadership Team Functioning Survey Results

Appendix H

	Items	Average SEPT '16	Average May '17	Average growth
General	1. Meeting roles are assigned prior to meetings (facilitator, recorder, and timekeeper).	2.2		
	2. Meetings start and end on time, as scheduled.	3.4		
	3. All team members attend meetings.	3.6		
	4. Agenda is developed and made available prior to meetings.	3.4		
	5. Minutes/notes are taken during meetings and distributed to all team members after the meeting.	3.4		
Communication	6. All team members engage fully (e.g., verbal input, attention, willingness to complete tasks).	3.6.		
	7. Discussions stay on track; no sidebar conversations.	2.8		
	8. Team members communicate effectively (e.g., speak directly, ask questions, express support, restate ideas).	3.4		
	9. Disagreements/conflicts are addressed (e.g., problem solving, respect, listening).	2.8		
	10. Members value each other's roles and contributions.	3.8		
	11. All viewpoints are shared and given adequate time prior to decision-making (e.g., discussion of options and consequences).	2.4		
	12. Decision-making is shared with balanced influence of team members (e.g., voting on decisions, discussion of options).	2.2		
Focus	13. Meetings have a clear purpose, which is communicated in advance.	2.6		
	14. Status of action items from last meeting is reviewed.	2.8		
	15. Clear action plans/items (e.g., who will do what by when) are developed.	2.4		
	16. Meetings are productive, with continual progress made toward team goals.	3.2		
Project Specific	17. SSIP activities and planning is a standing agenda items	4.4		
	18. Data are reviewed regarding implementation of SSIP activities	2.4		
	19. Data drives decision-making (i.e., relevant data is reviewed and discussed; decisions clearly influenced by data).	3.0		
	20. Results of data analysis are used to make changes to the state's action/improvement plan.	2.6		

	Items (Team-selected focus items in YELLOW)	Sept 16	Action Planning Notes
General	1. Meeting roles are assigned prior to meetings (facilitator, recorder, and timekeeper).	2.2	Need to put roles on the agenda clarified roles (meeting roles and dedicated segments). *Create Agenda template with roles and dedicated meeting content expectations (ex data monthly).

			<ul style="list-style-type: none"> Action-planning task LEAD: Lily Deadline: February 24, 2017
	2. Meetings start and end on time, as scheduled.	3.4	
	3. All team members attend meetings.	3.6	<p>Need to answer: Who is on the team? What is each person's purpose?</p> <p><u>Group recommendation--Two teams:</u></p> <ol style="list-style-type: none"> SiMR team: Cari, Alayna, Deb, Cathy, Lily SiMR reporting team: Charlie, Shannon, Alayna, Deb, Cari (switch Cathy?) <p>Need SDE SPED director) to make decision and clarify</p> <ul style="list-style-type: none"> Action planning task LEAD: Alayna Deadline: March 15, 2017
	4. Agenda is developed and made available prior to meetings.	3.4	
	5. Minutes/notes are taken during meetings and distributed to all team members after the meeting.	3.4	
Communication	6. All team members engage fully (e.g., verbal input, attention, willingness to complete tasks).	3.6	
	7. Discussions stay on track; no sidebar conversations.	2.8	
	8. Team members communicate effectively (e.g., speak directly, ask questions, express support, restate ideas).	3.4	
	9. Disagreements/conflicts are addressed (e.g., problem solving, respect, listening).	2.8	
	10. Members value each other's roles and contributions.	3.8	
	11. All viewpoints are shared and given adequate time prior to decision-making (e.g., discussion of options and consequences).	2.4	<p>Need, in times of disagreement and lack on consensus, to have decision-making process determined ahead of time. Decided to have set /formalized norms that are added agenda template as a reminder and to ensure consistency.</p> <ul style="list-style-type: none"> Action planning task LEAD: Group – group will work during meeting to determine this together. Deadline: march 3
	12. Decision-making is shared with balanced influence of team members (e.g., voting on decisions, discussion of options).	2.2	<p>Going to reconsider outside team process trainings (1-time event with neutral third party) after SSIP and SPDG submissions are complete.</p> <ul style="list-style-type: none"> Action planning task LEAD: Deb Deadline: May 1.
Purpose	13. Meetings have a clear purpose, which is communicated in advance.	2.6	
	14. Status of action items from last meeting is reviewed.	2.8	
	15. Clear action plans/items (e.g., who will do what by when) are developed.	2.4	
	16. Meetings are productive, with continual progress made toward team goals.	3.2	
Project Specific	17. SSIP activities and planning is a standing agenda items	4.4	
	18. Data are reviewed regarding implementation of SSIP activities	2.4	
	19. Data drives decision-making (relevant data is reviewed and discussed; decisions clearly influenced by data).	3.0	
	20. Results of data analysis are used to make changes to the state's action/improvement plan.	2.6	

Idaho SPDG Management Plan FY2018-FY2022

Appendix H

GOAL 1. The Idaho SPDG will use evidence-based practices to design and deliver professional development to support instructional staff in using direct explicit instruction when teaching reading to students with disabilities.								
Program Measure 1.a.: By the end of year 2, 50% (8 out of 16) of the Idaho SPDG professional development (PD) practices on the SPDG Evidenced-based PD Components Rubric will score a 3 or 4 (on a scale of 1 to 4), with 70% in year 3 and 80% in years 4 and 5.								
Project Measure 1.b.: Through a selection process, and a replacement process due to possible attrition, the Idaho SPDG will provide professional development to 7 LEA coaches in year 1, 14 in year 2, 21 in year 3, 14 in year 4, and 7 in year 5.								
Project Measure 1.c.: Through a selection process, and a replacement process due to possible attrition, the Idaho SPDG will provide professional development to 42 instructional staff in year 1, 84 in year 2, 126 in year 3, 84 in year 4, and 42 in year 5.								
Project Measure 1.d.: Annually, 100% of the skill-based trainings provided will have 80% of attendees respond that they increased their knowledge on at least 75% of the stated learning targets, as measured by an end-of-training retrospective pre-post survey.								
Project Measure 1.e.: Annually, 100% of the skill-based trainings provided will have 80% of attendees respond that they can accomplish at least 75% of the stated learning targets, as measured by an end-of-training survey.								
Project Measure 1.f.: Annually, 100% of the skill-based trainings provided will have 90% of the adult-learning principles in place, as observed using the high-quality professional development checklist.								
Project Measure 1.g.: In year 1 (readiness), 90% of family members attending reading training will report that they increased their knowledge on at-home reading strategies, as measured by an end-of-training survey.								
Objectives	Activities	Personnel/ Partners	Timeline					Outputs
			Y1	Y2	Y3	Y4	Y5	
Objective 1.1. Select cohort LEAs based on an application and agreement process with applications reviewed and scored by a rubric	1.1.1. Selection of cohort LEAs from application process (note: Cohort 1 already identified through SSIP process) March: Applications issued April: Applications due May: Notifications due	Project Director, RDA Coordinator, Consultant	NA	Mar thru Apr	Mar thru Apr			<ul style="list-style-type: none"> Completed application rubrics Finalized LEA selections
	1.1.2. Selection of LEA coaches via virtual or in-person interview (1 coach per LEA from 3-5 recommended coaches in application)	Project Director, RDA Coordinator	NA	May	May			<ul style="list-style-type: none"> Completed selection criteria checklist
	1.1.3. Cohort LEAs will review applicant expectations and submit signed agreement	Project Director, RDA Coordinator	Oct	May	May			<ul style="list-style-type: none"> Signed LEA agreement Signed coaching agreements
Objective 1.2. Deliver skill-based training on evidence-based practices to LEA coaches, instructional staff, and families during the	1.2.1. Provide 2 sessions of 2-day face-to-face training for LEA coaches on instructional coaching	Project Director, RDA Coordinator, Consultants	Oct Dec	Oct Dec	Oct Dec			<ul style="list-style-type: none"> Attendance sheet Training observation checklist Individual Growth Plans for coaches

readiness phase								<ul style="list-style-type: none"> • Post knowledge assessment • Learning targets self-report • Satisfaction survey
	1.2.2. Provide and monitor completion of online module courses on foundational reading skills and the use of direct explicit instruction to instructional staff	Project Director, ITC	Oct thru Apr	Oct thru Apr	Oct thru Apr			<ul style="list-style-type: none"> • Tracking reports of participants' progress and success in courses • Knowledge assessment scores • Learning targets self-report • Satisfaction survey
	1.2.3. Provide and monitor completion of online module courses on the use of direct explicit instruction to LEA coaches	Project Director, ITC	Oct thru Apr	Oct thru Apr	Oct thru Apr			<ul style="list-style-type: none"> • Tracking reports of participants' progress and success in courses • Knowledge assessment scores • Learning targets self-report • Satisfaction survey
	1.2.4. Provide training and set up events, coordinated with principals, to support reading through Idaho Library Commission Family Reading Week	Project Director, Idaho Library Commission	Jan	Jan	Jan			<ul style="list-style-type: none"> • Attendance sheet • Post knowledge assessment • Satisfaction survey
	1.2.5. Provide online access to parent resources that support reading at home that is updated quarterly; principal promote accessing of information	Project Director, IPUL	Oct Jan Apr July	Oct Jan Apr July	Oct Jan Apr July			<ul style="list-style-type: none"> • Website analytics including unique visitors, page views, and downloads
Objective 1.3. Deliver skill-based training on evidence-based practices to LEA coaches and instructional staff during the implementation phase	1.3.1. Conduct a 1-day face-to-face institute for instructional staff on using direct explicit instruction for teaching reading	Project Director, RDA Coordinator, Consultants		Sep	Sep	Sep		<ul style="list-style-type: none"> • Attendance sheet • Training observation checklist • Post knowledge assessment • Learning targets self-report • Satisfaction survey
	1.3.2. Conduct a 2-day face-to-face institute for LEA coaches: Day 1: focus on instructional coaching Day 2: focus on using direct explicit instruction for teaching reading with instructional staff	Project Director, RDA Coordinator, Consultants		Sep	Sep	Sep		<ul style="list-style-type: none"> • Attendance sheet • Training observation checklist • Post knowledge assessment • Learning targets self-report • Satisfaction survey

Objective 1.4. Deliver skill-based training on evidence-based practices to LEA coaches and instructional staff during the sustainability phase	1.4.1. Conduct a 2-day face-to-face institute for instructional staff on sustaining the use of direct explicit instruction for teaching reading	Project Director, Consultants, RDA Coordinator			Sep	Sep	Sep	<ul style="list-style-type: none"> • Attendance sheet • Training observation checklist • Post knowledge assessment • Learning targets self-report • Satisfaction survey
	1.4.2. Conduct a 2-day face-to-face institute for LEA coaches on sustaining the use of effective coaching strategies	Project Director, Consultants, RDA Coordinator			Sep	Sep	Sep	<ul style="list-style-type: none"> • Attendance sheet • Training observation checklist • Post knowledge assessment • Learning targets self-report • Satisfaction survey

GOAL 2. The Idaho SPDG will use a continuous improvement model to inform, monitor, improve, and achieve high fidelity in instructional staff's implementation of direct explicit instruction when teaching reading to students with disabilities.

Program Measure 2.a.: With year 1 (readiness) as baseline, at the end of year 2 (implementation), 60% of instructional staff will have 60% of the items on the explicit instruction fidelity implementation rubric scored as partially or fully implemented.

Program Measure 2.b.: With year 1 (readiness) as baseline, at the end of year 3 (sustainability), 80% of instructional staff will have 100% of the items on the explicit instruction fidelity implementation rubric scored as partially or fully implemented, with 50% scored as fully implemented.

Project Measure 2.c.: With individual growth plans developed at the end of year 1 (readiness), at the half-way point in year 2 (implementation), 80% of instructional staff will have 50% of the objectives on their individual growth plan completed or in progress.

Project Measure 2.d.: With updated individual growth plans developed at the end of year 2 (implementation), at the half-way point in year 3 (sustainability), 80% of instructional staff will have 50% of the objectives on their individual growth plan completed or in progress.

Project Measure 2.e.: With individual growth plans developed at the end of year 1 (readiness), at the half-way point in year 2 (implementation), 80% of LEA coaches will have 50% of the objectives on their individual growth plan completed or in progress.

Project Measure 2.f.: With updated individual growth plans developed at the end of year 2 (implementation), at the half-way point in year 3 (sustainability), 80% of LEA coaches will have 50% of the objectives on their individual growth plan completed or in progress.

Project Measure 2.g.: At the end of year 1 (readiness), 80% of LEA coaches will have 80% of the items on the instructional coaching fidelity implementation rubric scored as partially or fully implemented.

Project Measure 2.h.: At the end of year 2 (implementation), 90% of LEA coaches will have 100% of the items on the instructional coaching fidelity implementation rubric scored as partially or fully implemented, with 70% scored as fully implemented.

Project Measure 2.i.: At the end of year 3 (sustainability), 90% of LEA coaches will have 100% of the items on the instructional coaching fidelity implementation rubric scored as partially or fully implemented, with 70% scored as fully implemented.

Objectives	Activities	Personnel/ Partners	Timeline					Outputs
			Y1	Y2	Y3	Y4	Y5	
Objective 2.1. Using a continuous improvement model including step-by-step feedback, conduct observations of LEA coaches during the readiness phase	2.1.1. Conduct onsite observations of LEA coaches practicing coaching skills in pairs (2 x/year)	Consultant, LEA coach	Feb Apr	Feb Apr	Feb Apr			<ul style="list-style-type: none"> • Instructional coaching observational feedback form • Updated Individual Growth Plans (IGP) (Feb)
	2.1.2. Hold a virtual technical assistance session between consultant and LEA coaches to practice building coaching plans	Project Director Consultants ITC	Mar	Mar	Mar			<ul style="list-style-type: none"> • Attendance sheet • Satisfaction survey
Objective 2.2. Using a continuous improvement model including step-by-step feedback, conduct observations of both LEA coaches and instructional staff during the implementation phase	2.2.1 Provide in-classroom classroom coaching (team teaching, modeling, feedback) to instructional staff to further implementation of DEI	LEA Coaches, Project Director		Oct Dec Jan Feb Apr	Oct Dec Jan Feb Apr	Oct Dec Jan Feb Apr		<ul style="list-style-type: none"> • Online coaches log entries (time spent, focus of coaching)
	2.2.2. Conduct onsite observation of instructional staff using direct explicit instruction to teach reading (2 x/year)	LEA Coaches		Nov Mar	Nov Mar	Nov Mar		<ul style="list-style-type: none"> • DEI observation feedback form • Updated IGP (Nov)

	2.2.3. Hold virtual 1:1 coaching/technical assistance sessions with LEA coaches to further implement coaching of instructional staff	Consultants		Oct Dec Jan Feb Mar Apr May	Oct Dec Jan Feb Mar Apr May	Oct Dec Jan Feb Mar Apr May		<ul style="list-style-type: none"> Online coaches log entries (time spent, focus of coaching)
	2.2.4. Conduct onsite observation of LEA coach coaching instructional staff (2x/year)	Consultants		Jan Apr	Jan Apr	Jan Apr		<ul style="list-style-type: none"> Instructional coaching observation feedback form Updated IGP (Jan)
Objective 2.3 Using a continuous improvement model including step-by-step feedback, conduct observations of both LEA coaches and instructional staff during the sustainability phase	2.3.1. Provide in-classroom classroom coaching (team teaching, modeling, feedback) to instructional staff to further implementation of DEI	LEA Coaches, Project Director			Oct Dec Jan Feb Apr	Oct Dec Jan Feb Apr	Oct Dec Jan Feb Apr	<ul style="list-style-type: none"> Online coaches log entries (time spent, focus of coaching)
	2.3.2. Conduct onsite observation of instructional staff using direct explicit instruction to teach reading (2 x/year)	LEA Coaches			Nov Mar	Nov Mar	Nov Mar	<ul style="list-style-type: none"> DEI observation feedback form Updated IGP (Nov)
	2.3.3. Hold virtual 1:1 coaching/technical assistance sessions with LEA coaches to sustain implementation of coaching	Project Director, Consultants			Oct Dec Jan Feb Apr	Oct Dec Jan Feb Apr	Oct Dec Jan Feb Apr	<ul style="list-style-type: none"> Online coaches log entries (time spent, focus of coaching)
	2.3.4. Conduct onsite observation of LEA coach coaching instructional staff (2x/year)	Consultants			Jan Apr	Jan Apr	Jan Apr	<ul style="list-style-type: none"> Instructional coaching observation feedback form Updated IGP (Jan)

GOAL 3. The Idaho SPDG will deliver follow-up activities to sustain instructional staff in their implementation of direct explicit instruction when teaching reading to students with disabilities.

Program Measure 3.a.: The Idaho SPDG will use at least 50% of total funds in year 1, 60% in year 2, and 70% in years 3-5 to provide follow-up activities to instructional staff in the implementation of direct explicit instruction when teaching reading to students with disabilities.

Project Measure 3.b.: Annually, 100% of the application-based trainings provided will have 80% of attendees respond that they increased their knowledge on at least 75% of the stated learning targets, as measured by an end-of-training retrospective pre-post.

Project Measure 3.c.: Annually, 100% of the application-based trainings provided will have 80% of attendees respond that they can accomplish at least 75% of the stated learning targets, as measured by an end-of-training survey.

Project Measure 3.d.: Annually, 100% of the application-based trainings provided will have 90% of the adult-learning principles in place, as observed using the high-quality professional development checklist.

Project Measure 3.e.: Annually, 100% of the virtual collaboratives will have 90% of the effective facilitation practices for virtual meetings in place, as observed using a virtual facilitation checklist.

Project Measure 3.f.: Annually, 100% of the virtual collaboratives will have 80% of attendees respond that they learned something from another participant that will benefit their SPDG-sponsored work, as measured by end-of-collaborative survey.

Project Measure 3.g.: For each three-year cohort, at the end of year 1 (readiness), 70% of the schools will have 1/3 (33%) of the sustainability items partially or fully in place, as measured by a program sustainability checklist.

Project Measure 3.h.: For each three-year cohort, at the end of year 2 (implementation), 70% of the schools will have 2/3 (66%) of the sustainability items partially or fully in place, as measured by a program sustainability checklist.

Project Measure 3.i.: For each three-year cohort, at the end of year 3 (sustainability), 70% of the schools will have 100% of the sustainability items partially or fully in place, with 75% fully in place, as measured by a program sustainability checklist.

Project Measure 3.j.: In year 1 (readiness), 80% of family members who attended a reading training will report application of reading strategies at home, as measured by a 3-month post training follow-up survey.

Objectives	Activities	Personnel/ Partners	Timeline					Outputs
			Y1	Y2	Y3	Y4	Y5	
Objective 3.1. Deliver application-based training on implementing evidence-based practices to LEA coaches, instructional staff, and principals during the readiness phase	3.1.1. Conduct a 1-day face-to-face spring institute reflecting on and planning for implementation of instructional coaching and using direct explicit instruction to teach reading	Project Director, RDA, Coordinator, Consultants	May	May	May			Individual growth plans for instructional staff • Participant survey results (skill based)
Objective 3.2. Deliver application-based training on implementing evidence-based practices to LEA coaches, instructional staff, and principals during the implementation phase	3.2.1. Conduct a 1-day face-to-face spring institute reflecting on and planning for continued implementation of instructional coaching and using direct explicit instruction to teach reading	Project Director, RDA, Coordinator, Consultants		May	May	May		• Individual growth plans for instructional staff • Participant survey results (skill based)
Objective 3.3 Provide in person training for instructional staff on components of direct explicit instruction fidelity	3.3.1. Conduct 3 days of in person training on components of direct explicit instruction fidelity implementation rubric	Project Director, Consultant		Oct Nov Jan	Oct Nov Jan	Oct Nov Jan		

implementation rubric during implementation phase.								
Objective 3.4. Conduct virtual collaborative for both LEA coaches and instructional staff during implementation phase	3.4.1. Conduct virtual collaborative for LEA coaches to provide feedback and additional support on implementation of coaching strategies (3x/year)	Consultants, ITC		Oct Jan Apr	Oct Jan Apr	Oct Jan Apr		<ul style="list-style-type: none"> • Attendance by LEA • Satisfaction survey
	3.4.2. Conduct virtual collaborative for instructional staff on implementation of direct explicit instruction when teaching reading (3x/year)	LEA Coaches, ITC		Oct Jan Apr	Oct Jan Apr	Oct Jan Apr		<ul style="list-style-type: none"> • Attendance by instructional staff • Satisfaction survey
Objective 3.5. Provide ongoing, follow-up online reading strategies to families during implementation phase	3.5.1. Host and share out, via the website, PowerPoint resources created for families of SWD with links to participating school websites (2x/year)	Project Director, Principals, IPUL, ITC		Oct Apr	Oct Apr	Oct Apr		<ul style="list-style-type: none"> • IPUL website data
Objective 3.6. Deliver application-based training on implementing evidence-based practices to LEA coaches, instructional staff, and principals during sustainability phase	3.5.1. Conduct a 1-day face-to-face spring institute reviewing data and planning for sustaining coaching and DEI	Project Director, RDA Coordinator, Consultants			May	May	May	<ul style="list-style-type: none"> • Attendance numbers by LEA, school, and role • % satisfied with training, plus themed frequencies of feedback comments
Objective 3.7. Conduct virtual collaborative for both LEA coaches and instructional staff during sustainability phase	3.6.1. Conduct virtual collaborative for LEA coaches on sustaining coaching (3x/year)	Project Director, RDA Coordinator, Consultants, ITC			Oct Jan Apr	Oct Jan Apr	Oct Jan Apr	<ul style="list-style-type: none"> • Attendance by LEA • Satisfaction survey
	3.6.2. Conduct virtual collaborative for instructional staff on sustaining the use of direct explicit instruction to teach reading (3x/year)	Project Director, LEA Coaches, ITC			Oct Jan Apr	Oct Jan Apr	Oct Jan Apr	<ul style="list-style-type: none"> • Attendance by instructional staff • Satisfaction survey
Objective 3.8. Provide ongoing, follow-up online reading strategies to families during sustainability phase	3.7.1. Host and share out, via the website, PowerPoint resources created for families of SWD with links to participating school websites (2x/year)	Project Director, Principals, IPUL, ITC			Oct Apr	Oct Apr	Oct Apr	<ul style="list-style-type: none"> • IPUL website data